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ABSTRACT

The 1967 Monte Corona School Library Workshop for Leadership Personnel, seventh in a series of summer workshops, focuses on school library programs and services; particularly as these relate to a cross-media approach to curriculum implementation. This workshop is designed primarily for school library and audio-visual education leadership personnel and includes a selected number of administrative, curriculum and supervisory personnel, and teacher educators. Workshop organization follows the usual pattern of general sessions and small group meetings. General sessions include presentation by national and state leaders who consider the implications of economic, social and psychological changes for education in general and for instructional materials personnel in particular. Human relationships, communication competency, and skill in planning and directing change are important subjects in the conference program. National leaders in school library education bring significant ideas, trends, information on legislation, and research findings to the workshop group, thus providing important content for small group discussions and for the development of a rationale and guidelines for future action. (Author/MF)

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MULTI-MEDIA AND THE CHANGING SCHOOL LIBRARY

A Summary of the Preparations for,
Presentations, and Group Reports of
the School Library Workshop for
Leadership Personnel
Held at the Monte Corona Conference Center,
Twin Peaks, California, August 6-12, 1967

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FOREWORD

The recent focus of national and statewide concern has been on public education. The attention of school leaders and of the public alike has converged on the quality of education, upon the need for a high degree of excellence in our schools. A basic thesis of the modern educator is that not only should the child know something, he should know it well.

In efforts to achieve this goal, major educational shifts have occurred and continue to occur. These have involved such things as content reorganization, teacher preparation, teaching strategies, and learning principles. One consequence of these and other changes has been the phenomenal growth in the numbers and kinds of school library and audiovisual materials needed to implement the instructional program. A second equally important consequence has been that those working with learning resources, both librarians and audiovisual personnel, have been challenged to re-examine their own programs and services and to seek new organizational formats and procedures as means of coping with growing responsibilities. From such examinations of functions, educational media personnel have found need to develop their skills in planning for change, introducing innovations, and building effective interpersonal relationships; they see need, too, for improved competence in planning with curriculum specialists and in managing and directing a combination of library and audiovisual services to assure optimum and integral use of multi-media in achieving learning goals.

The State Department of Education is responsible for providing opportunities for professional personnel within our State to develop such competencies as are needed for undertaking new responsibilities, as well as giving guidance in developing new programs and services. Such an opportunity was provided in the School Library Workshop for Leadership Personnel held in August 1967 at the Monte Corona Conference Center located in southern California. A selected number of school librarians, audiovisual directors, supervisors, administrators, curriculum specialists, and teacher educators met in a week-long workshop to discuss their mutual concerns with national and state leaders, to exchange experiences, and to seek solutions to their problems. The week-long deliberations of this group are reported here, together with summaries of presentations by national and state leaders on the several relevant topics.

This publication cannot be expected to report what happened to each individual in terms of personal growth, self-renewal, or professional competence; yet it does bring together in summary form the most important contributions from the speakers and results of the group's thinking. These should provide some of the rationale and guidelines needed to improve school library and audiovisual programs throughout the State to the end that they may better serve the schools in their efforts to achieve the degree of excellence we seek for education in the world today.

Max Rafferty

Superintendent of Public Instruction

PREFACE

The 1967 Monte Corona School Library Workshop for Leadership Personnel, seventh in a series of summer workshops sponsored by the California State Department of Education, focused on school library programs and services, particularly as these related to a cross-media approach to curriculum implementation. This workshop was designed primarily for school library and audiovisual education leadership personnel and included a selected number of administrative, curriculum and supervisory personnel, and teacher educators. As in previous workshops, the primary purpose was to bring together educationists capable of influencing immediate and long-range developments in school library programs and developing guidelines for themselves and for other school personnel to use in solving their own most pressing problems.

A second purpose of this conference was to provide opportunities for group discussion and interaction, for contacts with national and state leaders, and for study and reflection, so that each individual might renew himself, gain new insights and understandings into his own problems and their possible solutions.

Planning by the staff of the Bureau of Audio-Visual and School Library Education in cooperation with a special Advisory Committee began early in 1966 when Title II, ESEA funds made the undertaking possible. Procurement of the Monte Corona Conference Center in southern California further assured the planners that about 200 participants and staff could be accommodated for the seven day workshop to be held August 6-12, 1967.

The large number of participants, the complexity of the topics to be discussed, and the seven day time limit required a highly structured program. Consequently, committee members, group leaders, staff, and consultants were selected early and briefed before the opening session.

Workshop organization followed the usual pattern of general sessions and small group meetings. General sessions included presentations by national and state leaders who considered the implications of economic, social, and psychological changes for education in general and for instructional materials personnel in particular. Human relationships, communication competency, and skill in planning and directing change were important strands in the conference program and the subject of several presentations to the entire group. Importantly, national leaders in school library education brought significant ideas, trends, information on legislation, and research findings to the workshop group, thus providing important content for small group discussions and for the development of a rationale and guidelines for future action.

Participants were assigned to one of eight study groups, each of which considered one of the problems listed in Chapter 1 of this publication. Reports from the eight study groups were presented to the entire group in the final workshop session.

This publication brings together, in summary form, the major presentations and selected findings and recommendations from the eight group reports. Each chapter has been organized around one of the problems discussed by a study group. That the content from one discussion topic relates to or overlaps that of another topic is expected and probably useful. It is hoped that the report will contribute effectively to current and imminent changes in school library and audiovisual programs.

Many persons contributed directly and indirectly to the success of the Monte Corona School Library Workshop for Leadership Personnel. These included speakers, consultants, workshop advisory group members, committee members, group leaders and recorders, the director and codirector, and, of course, the participants. The good will, hard work, dedication, and contributions of all these persons are deeply appreciated and gratefully recognized. In addition, special recognition and appreciation should be given to the following members of the Bureau of Audio-Visual and School Library Education who helped to plan and guide the day by day workshop activities: James W. Allen, Mildred M. Brackett, Helen M. Christensen, Pat DaSilva, Claude W. Hass, Guy M. Helmke, Lanita Lane, Sarah B. McAdoo, H. Lester Nichols, Helen R. Sebby, and William T. Stabler. Their efforts contributed much to a rewarding and worthwhile week for many professional educators.

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Group 4. Human relationships; group dynamics and communication competence for the leadership role. Reported in:

CHAPTER 3. HUMAN RELATIONSHIPS, LEADERSHIP, AND COMMUNICATION COMPETENCIES

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Elaine J. Hendricks: Discussion Leader
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Group 6. Competencies needed by school librarians; in-service and pre-service library education Reported in:

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Group 7. Evaluation of school library programs in terms of objectives
Reported in:

CHAPTER 8. EVALUATION OF PROGRAMS

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Group 8. Design and use of space and facilities Reported in:

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Chapter 1

MULTI-MEDIA AND THE CHANGING SCHOOL LIBRARY: BACKGROUND

Implementation of Title II of the Elementary and Secondary Education Act continues to focus attention in California, as elsewhere in the nation, on the need to expand and improve instructional materials (library and audiovisual) services. The unprecedented availability of these resources points unmistakably to the need for continuing effort to promote their use in improving education in our schools.

It was as a direct outgrowth of this need that the California State Department of Education, through its Bureau of Audio-Visual and School Library Education, called the Monte Corona "School Library Workshop for Leadership Personnel," described and reported here.

PURPOSES OF THE WORKSHOP

The purposes of the Workshop were identified, in pre-conference announcements, as many-fold. Chief among them were these:

- To provide opportunities for school librarians, audiovisual personnel with library service responsibilities, administrators, and curriculum directors to review the present status of and to develop guidelines for both the immediate and long-range improvement of school library programs. Any such guidelines developed were expected to be in keeping with significant curriculum trends and instructional innovations now affecting school libraries and the emergent role of school librarians.
- To explore possible effects of recent legislation upon school library programs in California.
- To provide participants with the opportunity to discuss their problems with recognized leaders in the fields of sociology, psychology, economics, and administration, as well as librarianship and audiovisual education.

- To provide for those involved with such programs an opportunity for self-renewal and self-improvement by working, thinking, and talking together about these problems.

In carrying out these plans, more than 200 persons gathered at the California Teachers Association's Monte Corona (California) Conference Center during the period August 6-12, 1967. Among them were 27 county office representatives (including directors of instructional media services), 12 administrators and curriculum directors, and various school district personnel, including 28 elementary school librarians, 35 persons in charge of high school libraries, and 30 librarians responsible for services in both elementary and secondary schools; 21 college and university professors and 32 persons who were either audiovisual directors or librarians with AV responsibilities. Present also, were a number of representatives from the California State Department of Education, the California Congress of Parents and Teachers, and the United States Office of Education.

In his opening remarks at the first conference session, Dr. Harry J. Skelly provided essential background and outlined the intended structure of the program of the week ahead:

> It is our hope that participants here will review the relationships of their particular interests to the whole structure of education. This Workshop will not perform its leadership function if it becomes bogged down with the minutiae of technical details. Therefore, such details will be conspicuous by their absence here.

Harry J. Skelly

If I were to ask each of you to structure education as you see it, we would no doubt turn up with 200 or more different structures. Still, there would be common items among them. Probably all of us would agree that education is a basic instrument of our culture. As such, it is charged with three basic functions: (1) to transmit the culture, (2) to maintain the culture, and (3) to improve the culture. And, of course, the basic purpose of the educational program is to develop to their fullest capacity the unique potentials of all individuals.

To meet its obligations to the culture that supports it, education must keep pace with many different developments. To do this, it must look to the foundations of education for clues as to the needs of society, the needs of the individual, the uses of reason, and values regarded as important to the democratic way of life. Educators therefore study sociology, psychology, anthropology, the history of education, and other important areas of knowledge in determining the objectives, content, and methods of their programs. And they give equal attention to matters of developing, organizing, and administering the curriculum to achieve desired objectives.

We here at Monte Corona are concerned with all these aspects of education. We are particularly concerned with content, methods, organization, and administration as they affect the work of our schools. Basically, then, this Workshop seeks a fresh look at selected areas of the foundations of education and gives needed attention to current technological and scientific developments having implications for present and future improvements of instruction.

We are particularly interested in (1) knowledges and understandings, (2) attitudes, insights, and values, and (3) certain skills necessary to work together to effect needed program changes. The organization of this Workshop emphasizes our belief in the value and dignity of each individual, in the use of reason and reasonableness in getting things done, in the value of working together to solve common problems, and in the urgent need for faith and hope for the future.

A further elaboration of purposes was made by Conference Director Elizabeth S. Noel early in the program. She identified the principal concerns of participants, as expressed in returns of preconference questionnaires, as being chiefly related to:

Elizabeth S. Noel

- Human relations, innovation, and change. Statements on earlier conference applications gave clues to these concerns: 'lack of understanding of the importance of multi-media'; 'communicating with the community'; 'administrators who are not library-minded'; 'teachers who resist change'; and 'speeding up communications.'

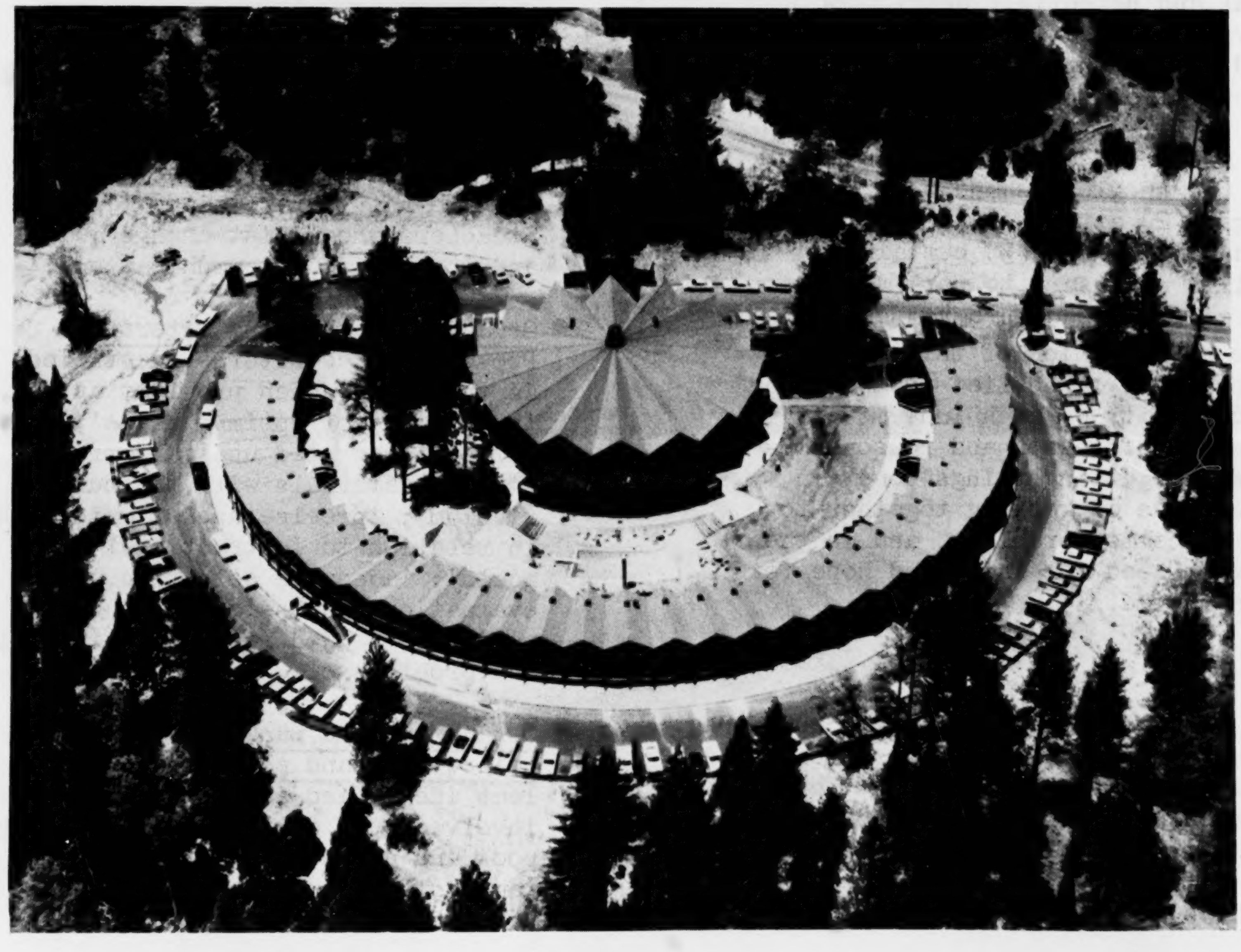
- Organizing and using materials. Pre-conference returns identified, in this area, such problems as: 'providing for optimum usage'; 'truly integrated use'; 'correlation of materials with the curriculum'; 'precise use of materials in relation to instructional goals'; 'adequate selection, evaluation and use'; 'guiding pupil use'; 'job responsibilities'; and problems of obsolescence.'

- Organizing and managing materials collections and services. Problems identified in these areas involved such matters as: 'merging book and non-book materials in the same collection'; 'providing in-service development opportunities for our staff and teachers'; 'using our limited staff effectively'; 'providing for large groups, small groups, and independent study'; 'the systems approach'; and 'optimum use of space.'

- Improving leadership skills. Problems identified in this area related to such matters as: 'identifying and coping with new, expanded responsibilities'; 'learning to relate effectively to personnel at all levels of the administrative hierarchy'; and 'discriminating among the various roles suitably performed by professional and non-professional (*i.e.*, non-certificated) personnel.'

In calling attention to these several concerns, Mrs. Noel provided a further clarification. She said:

> The major purpose of this Workshop, as stated by Dr. Rafferty's call letter, is to bring together key personnel in positions to influence immediate and long-range developments of school library programs and to help them to plan more effective utilization of our school library resources. It seemed to those planning this conference that such a goal could be accomplished through two means: (1) by developing guidelines that would be of assistance in the optimum growth of school library programs on a statewide



basis, and (2) by providing ourselves with an opportunity for self-improvement and self-renewal by working, thinking, and talking together on some of the many problems with which we are all concerned.

In developing guidelines, as an outgrowth of this conference, we should be concerned with matters that will be helpful to us and to others in meeting and solving our short- and long-range problems. They should help us to improve and promote more effective utilization of instructional materials at all levels of the curriculum. The guidelines we develop may appear as suggestions, cautions, or operational principles. They should represent our best thinking, together.

Three thousand years ago, set forth in the Hindu scriptures, was a statement that expresses even today the basic assumption behind this last purpose: 'Life is a perpetual training ground, a seeing within.' From this seeing within we may expect personal growth in a number of ways. We hope that what happens to each of us here will influence others in turn, and that this will begin a chain reaction of change that will make a difference to the school library program and education of our state.

I'm reminded of something Elbert Hubbard once said: 'It matters to all eternity what you do today.' I believe it will matter very much what we do here at this Workshop.

ORGANIZATION OF THE WORKSHOP

The attack on the problems and concerns of participants in the Monte Corona School Library Workshop focused on eight areas. These, in turn, became the organizational basis for the week's deliberations, as follows:

- MULTI-MEDIA AND THE CHANGING CURRICULUM
- HUMAN RELATIONSHIPS, LEADERSHIP, AND COMMUNICATION COMPETENCIES
- INNOVATION AND CHANGE IN THE MEDIA PROGRAM
- COMPETENCIES NEEDED BY MEDIA PERSONNEL
- DEVELOPMENT OF MEDIA PROGRAMS
- ORGANIZATION AND MANAGEMENT OF SCHOOL MEDIA PROGRAMS
- EVALUATION OF PROGRAMS
- SPACE AND FACILITIES

These same topics will be treated in this report and in the above order. Each comprises the theme for a separate chapter which follows; each represents a theme to which introductory speeches, committee discussions and deliberations, and guidelines preparation are related.

DEFINITIONS OF TERMS

Three terms central to all conference deliberations were identified and defined at the outset: (1) media, (2) media center, and (3) media specialist. It was agreed that, for the purposes intended, their definitions would be as follows:

- Media (instructional materials) refer to both book and non-book materials. Non-book materials are those other than books, pamphlets, and periodicals which are in such form that communication occurs through audio and visual techniques or both. Non-book materials commonly refer to the following media (and the equipment necessary to support them):

    Art prints
    Charts
    Dioramas
    Films: silent, sound, 16mm and 8mm
    Filmstrips, silent
    Filmstrips, sound
    Flash cards
    Games, for instruction and testing
    Globes
    Kits - combinations of materials used as a unit
    Maps
    Mock-ups
    Models
    Pictures: postcards, cartoons, and others
    Realia
    Recording discs
    Recordings, tape
    Slides
    Specimen
    Study prints
    Tapes, video
    Television, live programs
    Transparencies

- Media center (resource center, instructional materials center, or similar titles) is defined acceptably in an official statement of the American Association of School Librarians, as follows:

    > The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books (the literature of children, young people and adults), other printed materials, films, recordings, and newer media developed to aid learning.
    >
    > --Statement adopted by AASL, June 21, 1956

- Media specialist, as referred to in this publication, is intended to identify a professional staff member working in one or more of several roles in a media program. The term is sometimes used interchangeably with "instructional resources consultant," "librarian," "materials specialist," or "audiovisual consultant."

THE GUIDELINES STATEMENTS

The guidelines statements were considered from the first as desirable and important outgrowths of the week's work of the Workshop. A preliminary statement, distributed to conferees, made this quite clear:

> It is not the intent of this Workshop to provide final or complete answers (even if we could) to all the "sixty-four dollar" questions facing those of us who are concerned with coordinating and administering school library programs. Rather, the aim is to attempt to clarify questions and issues and to develop guidelines to aid school library leaders, as well as other educational leaders, with some of their most pressing problems. Certainly, there is no magic formula for the solution of these

problems. But a better understanding of their nature and scope should provide many useful clues and guidelines for action.

Such guidelines may appear as important considerations, generalizations, suggestions, operational principles, cautions, or questions. Whatever their form, they ought to help to guide school library leaders in coordinating their present activities and services, planning new and long-range programs, and in making decisions about the future direction of programs and services and roles of educational leaders. For some, guidelines may appear as evaluative criteria to help in appraising present activities and services and to aid in improving them.

EVALUATION OF THE WORKSHOP

Evaluation procedures were built into the Workshop program to (1) help each individual appraise his personal growth in relation to the total experience, and (2) assist staff members in modifying the daily program and in planning for future conferences. Daily meetings of a Steering Committee provided communication with individuals and groups concerning progress and problems.

Early in the conference participants were asked to consider such questions as: Why are we here? What is the purpose of the Workshop? When it is completed what will have been achieved? Will the six days spent working together have been worthwhile?

At the end of the Workshop, Dr. Carl A. Larson, Chief, Bureau of Teacher Education and Certification, State Department of Education, asked each individual to evaluate his Workshop experience by replying to an open-ended questionnaire. A corporate assessment from "the eyes of the beholders," thus obtained, was reported to the group at the final session. Representative responses are reported in Appendix D of this report.

Carl A. Larson

MULTI-MEDIA AND THE CHANGING CURRICULUM: DISCUSSION GROUP

Chairman and Discussion Leader: PATRICIA KOEPERNIK

Discussion Leader: E. HARDY PELHAM

Discussion Leader: EMMA RUTH CHRISTINE

Recorder: MARION W. FETZ

Recorder: SUZANNE BURROWS

STUDY GROUP MEMBERS: Isabel Beck, Martha C. Blalock, Marjorie S. Callow, John G. Church, Lauro de Rojas, Margaret M. Dove, Robert W. Geith, Vivian Goggin, Clifford D. Guthrie, Nell B. Morton, Alma B. Polk, Helen G. Shipley, Elaine Trost, Phyllis R. Van de Braak, Jean Wenzel, Irene Winden

Chapter 2

MULTI-MEDIA AND THE CHANGING CURRICULUM

Participants at the School Library Workshop were asked to read, in advance, materials contained in *New Media and Changing Educational Patterns*, produced as a record of outcomes of the 1965 New Media Workshop on this subject. The chief findings of this earlier conference, as they bear upon the concerns of the Workshop group dealing with "Multi-media and the Changing Curriculum," may be summarized as follows:

- Most disciplines represented in the school curriculum are now undergoing rigorous re-examination in an effort to determine the structure, proper content, and chief contributions of each to individual development of students.
- Increasing understanding about the ways children learn should be reflected in improved organization of teaching and learning in our schools. These influences are reflected in the facts that: (1) Students are now regarded less as "recorders" who are expected to "play back" on examinations and more as "investigators" or "discoverers" of knowledge, (2) teachers are changing their role from that of "storage and retrieval units" to "environmental designers" or "managers of effective learning experiences," (3) the instructional climate is changing from competition to cooperation, and (4) instructional philosophy is moving from "the greatest good for the greatest number" to "the best for each."

Mindful of the implications of these and other influences leading to changed patterns of curriculum and school organization, several questions may be raised, each concerned with multi-media use in instruction and each requiring re-definition of the traditional role of the school librarian:

1. In planning curricular sequences, educators are increasingly concerned with learning of values, sensitivities, and thinking processes. How do such emphases affect ways in which media ought to be selected and used in the schools?

2. What prior decisions must be made, and by whom, to include certain media in the school program? To exclude them? To emphasize them?

3. Is independent study to be considered as synonymous with self-directed finding of instructional materials?

4. What is the media specialist's responsibility (role) with respect to curricular decisions concerning the selection and arrangement of content for a teaching unit, course, or curriculum sequence? For the choice of learning experiences to reach instructional goals?

5. Four important kinds of objectives have been identified as (a) knowledge, (b) thinking, (c) values, attitudes, sensitivities, and (d) skills. Each appears to require different kinds of teaching strategies, different materials, and different ways of using media. What are the implications of such a classification of goals for uses of multi-media?

6. In view of educational tasks now facing society, are there other more suitable alternatives to increased, improved, and more intensive uses of multi-media to achieve educational objectives?

7. What do new discoveries about learning imply for the use of media? What do they imply for evaluating the strengths and weaknesses of media?

8. Do we merely want teachers to use more media and technical devices? Or should we ask what really is to be accomplished by inducing teachers to use them?

9. Do statements like, "By using multi-media we can teach more students more in less time," or "We can bring via TV (and other media) great teachers and enriched offerings," really define valid purposes for using media?

10. What knowledge about the pupil does the librarian need to have to guide him properly in selecting and using multi-media? How does the librarian help teachers and pupils to use diverse source materials? How do librarians work with teachers to achieve a careful, precise integration of media into specific units?

11. What do pupils need to know and what skills should they have to make optimum use of media?

Three speakers at the Monte Corona School Library Conference emphasized in their remarks the special importance attached to educational media, new and old, in meeting and solving some school problems, or "multi-media and the changing curriculum."

Who Shapes Education?

By MAURICE MITCHELL
Chancellor, University of Denver, and formerly President, Encyclopedia Britannica, Inc.

In the speech that follows, Maurice Mitchell, now Chancellor of the University of Denver (then President of Encyclopedia Britannica, Inc.), reminded his listeners of the many kinds of influences in both public and private sectors now being exerted upon publishers and producers of instructional media. He emphasized especially the need for planning to effect needed interrelationships in elements of rapidly changing instructional systems, of which media are important parts, and the critical responsibility of professionals (including those involved with media) in fashioning the goals and the structure of education.

If anyone shapes education in the real sense, it is the educators. The educational institution is frequently a reflection of what the society wants, but it is the educator who interprets for society what it really wants in educational terms, instead of what it wants in general and sometimes very superficial terms.

We say education moves freedom forward, but it is interesting to wonder just how much freedom has been moved forward in the last dozen years. It is disheartening to think of the riots in our cities, war in places across the face of the globe, and other recent events. We ask in a bewildered way where and why and what went wrong, and maybe admit we knew all along that we were going wrong and didn't try hard enough to deal with these problems.

So one views the present and the future with humility. As both we and our professions mature, the problems we can deal with and the horizons we can look at are broader. But both the short-term problems existing in the community and the long-term ones every professional faces stay with us. This is the background against which the following questions are answered.

WHAT KINDS OF DECISIONS ABOUT EDUCATION ARE PUBLISHERS AND PRODUCERS MAKING FOR THE DECADE AHEAD?

Decisions about education for the next decade now being made by publishers and producers are based on the following facts and assumptions:

- There will be continued growth in the number of people who seek education, even though the population curve is flattening out, caused by (1) education for more persons from culturally deprived areas and certain minority groups, (2) enlargement of the area in which education is taking place, and (3) the need to continue self-education in a world of change, which is bringing a larger component of adults into the educational system.

- The size of the market for education will continue to grow, but in a changing fashion, already evidenced by the fact that last year the college market was bigger than the elementary school market for publishers and producers of instructional materials.
- Outside of this country there is increased interest in and demand for instructional materials in English produced in the United States. The use of English as a second language, and as a critical language for instruction, is growing rapidly in most of the underdeveloped areas of the world.
- Publishers and producers must keep a flexible approach to the instructional materials components that will comprise the curriculum at any point in time in the future. Recent high intensity explosions in key curriculum fields have generated enormous changes in the body of instructional materials to be used. As curriculum is now in a state of constant revision, these changes will continue.
- Development of new types of institutions in the educational field, the marked trend toward independent study, and other new developments will determine to an extent the kinds of devices, apparatus, instructional materials, and other resources which will have to be made available.
- Changing technology in the whole field of instructional materials, including such things as high speed typesetting devices, self-correcting spray print for use in computer printing, and cathode ray tubes for use in adjustable type-face printing, needs to be considered.
- Emergence of the computer as one of the technologies with increasing significance is important. The shared time computer is one of the most vivid symbols of this development. Today's computer specialists argue that the computer can be made to create total environmental circumstances, containing within it self-instructional activities.
- Miniaturization, or compression, of information and materials through use of such processes as di-transfer will be important.

There are other, although relatively minor, factors that publishers and producers are considering as they look ahead at the educational market. One of these is the question of what will happen to various kinds of media. It is entirely possible that there will be more electronic media than we now imagine. Sometime in the decade or two ahead someone is going to start moving toward a single system, all-purpose, communications instrument. It may be a television set which can project filmstrips or films, show videotapes, provide sound, retrieve from microfilm, or offer television viewing.

ON WHAT KINDS OF INFORMATION ARE THESE ESTIMATES BASED?

Publishers and producers of instructional materials generally get the information on which they base their decisions for the future from two sources:

- The resource and development source, the laboratory stage where these things are developing. It is the serious opinion of those observing present federal involvement in educational research at the funds level that if war spending were to cease, an increase of 400 per cent in government educational funds is not impossible.
- The classroom itself, the library, the instructional materials center, and specialists in individual kinds of materials. Involvement in education at an earlier age, and unemployment created by automation and intensified by mobility, both point to more and different stratums of persons in education.

Maurice Mitchell

WHAT PROCEDURES OR STEPS ARE FOLLOWED IN MAKING SUCH DECISIONS?

Decision making by publishers and producers of instructional materials in terms of the next decade is based primarily on their goals. If the goal is to capitalize on the market, one set of decisions is made. If, however, the company decides to invest in education as a long-term project, other decisions are made.

Questions that must be answered in the course of such decision making are those of cost, time for production, cost of penetrating the market with materials, and the end result. Publishing success, with its high elements of creativity and competition, is hard to predict. In the end, the professional publisher and producer must rely on their professional intuition, instinct, and taste.

WHAT ARE PUBLISHERS AND PRODUCERS OF MATERIALS DOING ABOUT PRODUCING MATERIALS THAT CONTRIBUTE TO THE LIBERAL AND HUMANISTIC OUTLOOKS THAT SEEM TO BE GROWING IN THE EDUCATIONAL FIELD?

The answer to this question lies in the publisher's goals. Many publishing houses specialize in certain fields, such as information sciences, and do not vary much from it. Generally speaking, publishers are sensitive to overbalance in areas of emphasis in education, and try to compensate.

More art publishing, for instance, is being done today than ever before, and there is a determined effort on the part of materials' producers to give the humane and liberal arts a balanced position in offerings in which they are supposed to be balanced. Even though federal funds are aimed primarily at mathematics, science, and modern foreign languages, publishers who can do so produce liberal arts and humanities materials in spite of pressures for immediate financial returns.

HOW IS EDUCATION BEING SHAPED BY THE NATIONAL GOVERNMENT, BY FOUNDATIONS, AND BY INDUSTRY?

The federal government. The federal government is, of course, exercising interest in education by having made a radical change in its attitude in the last ten years toward relatively direct support to public education, as evidenced by the National Defense Education Act and the Elementary and Secondary Education Act of 1965. The National Science Foundation has also invested considerable sums in educational research. If federal money for educational support is limited to certain areas, then government does, in effect, change the curriculum. If this is broadened to include other areas, change or impetus to curriculum change is effected in those areas. This does not imply control by the government, but influence is exerted, and only history will tell whether that influence was good or bad. Any funds coming into the educational system from outside its own community do exert influence.

The protection of the American educational system against undue influence rests with the professionals in the system. The Elementary and Secondary Education Act, in the sense that it deals with poverty and education against the background of economic limitation, exerts some kind of influence. People who want to twist and warp these programs can teach hate with no economic support if someone so wished.

Foundations. The Foundations present greater cause for concern than the federal government because while the government is responsible to the voters, Foundations are responsible to no one. Foundation money in support of education must be examined carefully in terms of the Foundation's commitments, and, therefore, by implication, your commitments when you accept it. There is a tendency on the part of a new crop of educators to think in terms of grants and means by which grant money can be obtained, even though the Foundations tend increasingly to put more money into demonstrations than into research.

Industry. Will industry control or influence education? It always has. The American curriculum is generally made possible by the availability of instructional materials. To the extent to which new materials become available, the publisher or producer plays a major part in making change possible, and, therefore, in influencing what goes on.

The real essence of industry's influence on education has to do with the knowledge industry. The educational explosion came when fatigue was setting in for the rest of the communications industry. Business and the military had been generally computerized, and the one great area left for the massive invasion of technology was the educational system.

It is significant that the educational market expanded when it became a hardware market. Big companies wanting software bought textbook companies and software resources and represent essentially the hope that television, electronics, and other systems will be a major area of interest in the educational field.

However, public companies, primarily interested in exploiting the field of education and performing a public service at the same time, will not stay in education as a public service only. Thoughtful people are recognizing this and beginning to review their investment rates seriously. A major concern for them is the federal government's tendency to retreat from its prior levels of spending.

WHAT ARE THE DANGERS OF PUBLISHERS AND PRODUCERS REPRODUCING AND REPUBLISHING OLD MATERIALS WHICH MAY NOT MEET NEW EDUCATIONAL NEEDS?

If publishers and producers can reproduce and sell old material which may not meet new educational needs, it is the fault of the educators. A publisher cooperates with the inevitable. More dangerous is the tendency on the part of all of us, educators as well as producers and publishers, to overreact to the news that new things are going to happen, and to fling ourselves into quantities of new materials before the research data are really in.

CAN WE EXPECT LARGE COMBINES NOW IN THE MULTI-MEDIA BUSINESS TO OPERATE WITHOUT PROFITS FOR MANY YEARS, OR ARE PRESSURES FOR PROFIT LIKELY TO LEAD TO CRASH PROGRAMS, REGARDLESS OF OTHER FACTORS?

The multi-media business is a slow return field. Most people interested in acquiring stock want either big dividends or real growth. It seems inescapable that the most demanding pressures will be for profits.

SUMMARY

The present fusing of forces in the multi-media field is long overdue. This is true not only of librarians and audiovisual specialists, but of instruments for education as well. Isolation of instruments is a thing of the past. In planning for the decade ahead, educators, as well as producers and publishers, should keep in mind:

- There will be interrelationships of systems units.
- The computer on the desk top will have visual components.
- Trade resources will be sought for visual retrieval devices.
- Film materials will be considered in terms of ultimate use as part of the total spectrum of library materials.
- The movement toward the instructional materials center, pioneered in California, is here to stay and will develop new levels of sophistication, such as the instructional materials central resource of some kind.
- Horizons for both librarians and audiovisual specialists will be broadened.
- Programed learning implications involving visual and publishable materials need to be reviewed carefully in terms of the next decade and a vision which differs physically and systematically both in terms of the market it serves and the professionals who administer it.

Today we are caught in the vortex of the most vital kind of change in the whole of society, changes in the sources of knowledge, in the pathways along which man travels to seek the truth, and in the ground rules for finding the truth. The solutions reached will determine the capacity of our society to live in a free, proud, and dignified world in which men can walk with the kind of self-respect and brotherhood we all cherish so much.

Social Realities of Our Times

By JOSEPH D. LOHMAN
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Berkeley

"The grave danger of failing to find in language alone an effective means for transmitting our culture and heritage" was emphasized by Joseph D. Lohman (Dean and Professor of the School of Criminology, University of California, Berkeley) in a speech on "The Social Realities of Our Times." His recommendations included radical re-examination of the traditional structures of modern education, including, by implication, the development of instructional media aimed especially at interesting and communicating effectively with disadvantaged youngsters whose values and insights have been built upon and limited by the material and psychological deprivations of their cultures.

The recent manifestations of disturbance over the land and the lessons of the slums are of greater significance for our more poised and presumably conventional ways of life than we realize. It is against the background of my acquaintance with and concern for problems of deviance in general and crime in particular that I shall offer these comments on the realities of the social scene as they may have implications for education in the large, and for teachers and librarians in particular.

Thoughtful students of the problems of young people are nearly always quick to assess their difficulties in the light of what is referred to as the changing social and economic condition of the society. The socio-economic scene complicates and aggravates the central concern of every self-sustaining individual of realizing personal work satisfaction and knowledge of one's role in the social order. For security is always first, and a large part of our security comes from knowing our contribution is useful, uniquely ours, and, therefore, needed.

Earlier generations of children in this country have been needed. Even the slum child's scavenging for coal along the railroad tracks was a meaningful and important function, and in that sense, his work was significant. Chores were something more than irksome invasions of a child's freedom; they were meaningful additions to the family way. Today, chores are more in the nature of penalties visited upon youngsters.

Among the newly emerging nations of the world youth is eagerly implored and nurtured, because, to use their phrase, "The elder carriers of their revolution see that youth is needed." These people know that only youth can carry on their hope for a better society because only youth, in the special position of being free of tradition and the ancient past, can move these societies from their conditions of horrible confusion and anarchy to rational economic interdependence and a unifying democracy. Under such conditions, where adults and young people see the need for each other, there is less tension and estrangement of the generations. Without such mutual recognition there can be no sense of being needed, nor can there be the corresponding commitment of the younger generation, which, by ensuring the self-respect of youth, makes both the young and the old secure and the future of the society more certain.

In the United States today, however, we no longer have the old, traditional, needs of our children. The adult world finds less need for youth, and it is not by accident that they are the most significantly unemployed group, not as children, but as emergent adults. To a large extent youth has been transformed from an economic asset to his parents into their greatest economic liability. The economic roles, the obligations and responsibilities, the rewards, and even the power relations between the young and the old are now only shadows of the recent past.

Very soon over 50 per cent of the American population will be 25 years of age or younger, and numbers are the final decisive fact of power. The powers and responsibilities of the young and the old are unclear and tenuous; in some respects the relationships have been completely reversed, which threatens to take from youth its sense of importance and usefulness.

Joseph D. Lohman

Automation is threatening vast numbers of the adult society. The machine has made all too many able-bodied men face an uncertain future of chronic indigence and insecurity; members of the generational poor, the blue collar workers whom the technology of the day has cast off and has no place for. These men are heads of families in which there are young people.

The problem is one which reaches to all of us. No adult who is insecure as a worker can be secure as a parent, and this insecurity will be visited as a secondary and confirming deprivation on his children, if his children, as is so frequently the case, are correspondingly deprived of a meaningful and purposeful relationship to the social order. It is at this point that the awesome, negative impact of a generation of deprived and alienated youth is becoming apparent. It underlies Watts, Detroit, Newark, Harlem, and Hunter's Point. Nor must we fail to see that the shock troops of violence and disturbance in American society today are young people between the ages of sixteen and twenty-five, with, to a greater degree than is admitted, the support and sympathy of the whole community in which the deprivation is experienced.

As one writer has said, "Modern youth has become the dreaded avenging angel of his parents, since he holds the power to prove his parents' success or failure as parents." Youth itself, insecure because of its marginal position in a society which no longer depends upon it for economic survival, is tempted to use its power in protest. The whole of society stands accused as we witness the ubiquitous patterns of rebelliousness in our present-day youth. Rebellious youth are not just a breed apart, but tell us about all youth. We must become increasingly aware of the existence of a variety of sub-cultures, of which the youthful sub-cultures are an instance.

The sub-cultures are the products of the problem solving dispositions of human groups when confronted by specific and recurring life problems. They are external reflections of the broad, encompassing, as well as the narrow and specific, changes in the social and economic worlds confronting young people, and particularly young people who are members of a differentiated cultural, economic, or racial group.

More often than we realize, the problems of the school reflect the pressure of these unidentified, collectively forceful sub-cultures upon individuals who bring that force and influence within the circle of the school. The school is confronted not with just drop-outs, but with individuals as much rejected by the school as the school is rejected by them.

While it is true that only a small percentage of young people participate overtly in rebellion, there are many more who are vulnerable. The generally prevailing spirit of rebellion can well extend to even greater numbers of the society with a resulting profound modification of the traditional patterns of power and authority.

Automation has cut away the whole bottom segment of the job market for an enormous section of the youthful community; a problem further aggravated by the increased birth rate of 17 years ago, and we have not yet learned how to transform a majority of youth into adults who can perform mental rather than physical labor for hire, and therefore cannot give them the sense of direction they require.

There are several quite distinct and transforming features in our contemporary society that have an impact on us. The population explosion, which anticipates "standing room only" by the year 2000, is significant already, not so much in terms of numbers as in its uneven manifestation. America is getting at the same time older and younger. The disproportionate increase in the birth rate, refinements in medical technology, movement from the rural countryside to the city, and the inability of institutions to deal with these problems are linked to the rapid acceleration of increase in population in the upper age groups and years of childhood. Added to this is the technological revolution which empowers the few to produce for the wants of the many.

Along with the population and technological revolutions in our society is the emergence of the metropolitan community, which, from the standpoint of human history in America, is a new pattern of life. These new conditions of contact and interaction give new patterns of social relationships. It is in this sense that we are living in one of the greatest population changes in the world's history.

The first 150 years of American history can be roughly characterized as the melting pot in which persons of different cultures, perspectives, and points of view were brought together into a single American culture. This melting pot acted as a centripetal force which initiated into our culture the millions who came out of Europe; a driving inward toward oneness, notwithstanding the plurality of the cultures and backgrounds which distinguished the people who came. In recent years the process has taken another direction and has become a centrifugal one. The effect of the population and technology revolutions is to create local pools of activity and interest which differentiate the persons, objectives, and means of realizing well-being for these separate groups.

A process has emerged which is producing differentiated sub-cultures, rather than molding sub-cultures into a common culture. Sub-cultures of youth, race, low income, and suburbia, all move away from the general theme of the community and, as they confront the whole, pose new and challenging problems to welfare and education. If they do not change, welfare and education become the condition of rejection rather than the means of engaging these differentiated segments of society.

A recent conference, on "The Difficult 30 Per Cent in American Education," concluded that a third of the student population in American education were major problems of discipline, drop-out, delinquency, or educational failure. In effect it is being suggested to these students that they really do not belong in school in the same sense as the vast majority of students have in the past. Society is increasingly characterized by impersonality and detachment from the whole, by identification of individuals with local sub-cultures of their experience. Correspondingly, there is a general eclipse of the formal controls of society. The formal controls are challenged by the informal and prior claims which these sub-cultures have upon the individuals who have been nurtured within their circles. What follows is a natural antagonism between the children of the slums, racial groups, suburbia, and the police, the school, and the general community.

We sometimes are bemused by the spectacle of students that no longer have a sense of shame and guilt, as we felt we did when we were children. They do, but the large varieties of sub-cultures in the current sub-cultural communities have made shame and guilt problematic rather than an agency of general social control. Shame in these youngsters is in response to the claims upon them of the local sub-cultures from which they stem. Rather than supporting conformity, it may emphasize non-conformity with the values of the society as a whole. The power of the sub-culture to produce this kind of reversal is not yet fully appreciated, and it is a serious defect in our understanding when we fail to see that these individuals are, in fact, under control of influences that have been created by the processes of the very society with which they are in conflict. The plurality of sub-cultures, and the tendencies which produce them, are central to our failures of control.

Influences of peer groups and social relationships outside of the formal structures of the school and society are a controlling consideration among the drop-outs, undisciplined youngsters, and other marginal young people. The degree to which youngsters realistically respond to the world about them as it offers or denies them promise, creates the dilemma of the classroom. The lives of adolescents are influenced by a great variety of adult institutions. The great majority of delinquent acts are not committed by youth active in adult sponsored programs, but by those attached to such agencies in name only. Delinquent youngsters are substantially outside of adult control, and conduct most of their leisure activities on the streets, and are related to each other in unique social systems. These systems include the typical corner gang and cliques of other non-conforming youngsters. These social groupings of youth are the source and scene of youthful behavior patterns of delinquency, drinking, and many of the other radical ventures which the adult community finds difficult to understand. We know very little about the youthful social scene. Many of its sidelights such as the drug scene, the hippies, beatniks, bohemian life styles, in different stages of development, need explanation by more intensive and extensive research.

The delinquent is telling us something about all young people; not just about himself. Deviant behavior may take many forms, but they are in relationship to common conditions of circumstances of all young people.

Youth are less and less involved in social and economic institutions which influence the lives of their parents. Hence, they often are not aware of the consequences of the lives they lead; instead, they perceive and interpret life solely from the standpoint of their own youthful consciousness.

From seven to fourteen years of age, status groups begin to emerge among young people based on interests and/or materialistic values. Among these groups religious activities and school, civic, and family responsibilities diminish in value as compared to popularity based upon teen-age interests. By junior high age these groups begin to proliferate and become most differentiated in communities of families with considerable variation in occupational and educational background. Then two major youthful groupings emerge--that group of the more conforming youth that is influenced by agencies under adult control, and those who are not. The size of these groupings varies considerably from community to community and probably represents a continuum of the disadvantaged community through the advantaged community.

In areas where both youthful groupings are present, members of each group have serious reservations concerning the fashions and values of the other. Group names are often invented to give superior status to the points of view of in-group members over out-group members.

These observations should stand in relationship to the fact that one out of every ten children in the 12 largest cities in the country was identified as culturally disadvantaged in 1951, and that by 1960 that ratio had increased to one in three. If we do not change our engagement of these youthful populations, it is almost certain that the major cities of the United States will have school systems in which they will have to regard half of the student body as coming from such culturally differentiated backgrounds as to make it nearly impossible for the school to engage them.

Youth may be culturally disadvantaged in the perspective of the school and from the point of view of middle class society, but they do have a culture, as indicated by the sub-cultural environments of the Negro, the Mexican-American, the low income groups, lower class families, and suburbia. What is referred to as culturally disadvantaged or culturally deprived are really manifestations of general groups which do not exhibit the culture of the predominant society of our times, best symbolized by the power and significance of the middle classes in our society. The sub-cultures represent ways in which people have found it possible to solve their problems. These groups have made a life under conditions of exclusion, denial, and deprivation (as much psychological and social as material), which has even given common cause to the youngsters of the slums and those of suburbia.

I suggest that we are in grave danger of failing to find in language alone an effective means for transmitting our culture and heritage. We are not meaningfully engaging our young people in the schools to the degree we think we are. We fail to recognize that word meanings are rooted for them in their cultures, which have developed and shaped their values. Hence, communication is dubious and often absent.

A radical examination of the traditional structures of education in the United States is called for. There is a major crisis not only in our cities but in education. Not the least important aspect of this crisis is found at the level of the relationship between the school as an organized structure and the informal organizations and social systems out of which young people have emerged. We cannot engage these masses of young people or the sub-cultures embracing them save we learn about them and recognize that there are worthy answers to their desire to establish some measure of self-esteem.

It is not that young people in America present a problem to us so much because they are culturally deprived and therefore difficult, but because they are possessed of the cultures of deprivation, fashioned and formed as positive answers to the desperate material and psychological conditions of their lives. The degree to which we recognize this, and that their lives to and for them must be meaningful, purposeful, and of worth, will be the measure of our success in controlling and indeed preventing the social disturbances which are engulfing America today.

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Learning, The Learner, The Librarian

By ISABEL BECK
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Dr. Isabel Beck's address on "Learning, the Learner, and the Librarian" reflected her emphasis upon the values and insights of students who are often identified as members of the "Now Generation." "For them," she said, "the content of the past is largely irrelevant; the content of the present will be, too soon." Process is more important. The increasing school emphasis upon processes of communication and problem solving for today's crop of students requires more laboratory simulation, more attention to experimentation and discovery, more opportunities to practice processes. The contributions of technology and the development of kinds of educational media that facilitate such instruction, capitalizing upon all the senses and all the avenues of experiencing (not just those involved with books alone), are quickly recognized.

Isabel Beck

This period of time is exciting to those of us who lived when learning occurred in long established, sequenced patterns. History then was a story told by experts on dates and events; English was a set of precise rules of grammar; mathematics was memorization and repetitive exercises in numbers and symbols; communications was talking to people; and problem solving was either mathematical exercises or syllogisms. A child's school world was a restricted cause and effect system, with one paced program for all, designed to result in adult success.

American education is a remarkably stable institution despite the messages of visionary leaders, promotion of new materials and hardware by commercial enterprise, and developments in the "real" world. John Dewey, it now seems, was more a prophet than an effective leader. Marshall McLuhan believes he would have been more influential after TV. Educators have had difficulty coping with the vast reservoir of educational applications of salable products of commercial enterprises. Reactions vary from over-resistance to uncritical acceptance, and are often based on personality factors more than student needs or product quality.

Educators must be as aware of developments in the "real world" of today as are the youth of this generation. Four vectors, which started on a collision course some time back, seem to have met in contemporary young people. These vectors are components of what Marshall McLuhan has called the electronic world.

- Democratic idealism. The teaching of democratic processes probably has helped bring about our present condition in which children expect to participate in school and family decisions, and teenagers and college students become active in public issues. Certainly effective teaching on the worth of each individual encourages the concept of equality, and in America we have never designated children as inferior beings. This deliberate teaching has been reinforced by other contemporary conditions. The relatively recent historical designations of "the child," "the family," and "the school," represent a fragmentation and specialism of social functions brought about in the 17th century by new kinds of buildings and spatial organization. Under electronic conditions of today this sort of intense specialism and its separated emphasis on child, family, and school become quite unrealistic. The trend toward undifferentiated roles is reinforced by 20th century mobility and intercommunication.

- Ethics from the world's religions. Each generation revolts against parts of the value systems of its parents. Current revolutionaries are anti-materialistic, with some of them consciously regressing to the romanticism, mysticism, and naturalism of former periods. Today's flower children, a small cult in a larger movement which seems to be groping for commitment to universal love, peace, freedom from anxiety and competition, and joy in doing what you do, live on impulse in the present and have earned the title of the "Now Generation." A colleague of McLuhan's, the Reverend John Culkin of Fordham University, says that television is the natural environment for the "Now Generation." When there is no past or future, a big, noisy, colorful present is needed to engage the human spirit. Television, a projection of our own senses, brings the world within perceptual range as the radio has done to a lesser extent, in the auditory realm.

- Ambiguous boundaries. Words and phrases of our time indicate that we can no longer live neat, encapsulated lives. The disparity between what was and what is, what is and what will be, or what is said and what exists is demonstrated by such phrases as space exploration, supersonic transport, Telstar, "way out," information explosion, population explosion, integration, and credibility gap. Faced with unknown alternatives and an infinite universe full of "explosions," "Now" is the one reality.

- Perceptual expansion. Young adults in the "Now Generation" are reliving in a larger universe the young child's multi-sensory exploration of his world. They have hit upon the concept of mind-expanding in order to test the limits of experience, as children do. LSD is contributing to the heightened perception sought after by today's young people, who all their lives have had intensified and extended sensory experience in television.

For this generation of young people, the content oriented school experience is not appropriate, as it was for the semantic generation which preceded it. Content of the past is largely irrelevant; content of the present will be, too soon. Process is more important. The safest prediction which can be made about education for the future is that people will need to be able to communicate and to solve problems. Opportunities to practice these processes in real or simulated situations must be provided for students.

With the help of classroom teachers, the Southwest Regional Laboratory (SWRL) for Educational Research and Development is developing a technology for curriculum planning, emphasizing communication and problem solving, which will implement individualized instruction, keep track of student progress, and recommend next steps for each student through use of a shared time computer. Instructional objectives in terms of observable, measurable behavior will be established, students pre-tested, materials and experiences prescribed, independent study with guidance provided as necessary, and exercises based on the original objectives and developed in advance of the instructional materials administered at intervals throughout the curriculum. A prototype of this system will be field tested by SWRL in two Los Angeles elementary schools in the 1967-68 school year.

Two significant aspects of the above system are (1) instructional objectives must be based on what students will be able to do, and (2) instructional materials are designed to teach to the performance criteria. It can include an instructional program, such as developed by S. N. Postlethwait of Purdue University, which provides a laboratory setting for learning and immerses the student in a total experience. The role of the teacher changes from a mechanistic to a humanistic, or even a Socratic, role. He becomes an environmental designer and program planner, a learning adviser, and an available consultant to his students. There is opportunity for the student to be himself, by himself, and to learn how to learn, solve problems, and converse with others on the subject he is learning.

A Learning Laboratory established in 1964 at Los Angeles Harbor College (California) demonstrated student needs which can be met in a laboratory setting. Basic assumptions underlying the laboratory were:

- Students need to develop strategies for learning under the guidance of successful learners.
- A non-evaluative environment for students with learning problems merits exploration.
- Students do not now learn nearly enough from each other.
- New educational media offer opportunities for independent study according to individual needs.
- Learning skills development will be motivated and reinforced in a learning oriented social environment.

As facilities were acquired, the Laboratory became a workshop for class preparation and the instructor became a learning consultant, a substitute parent, a model, a confidant, and an ally in the task of outwitting the system through honest achievement. Students began to put in their time more effectively and to enjoy the supportive social climate. In some ways the Laboratory became a simulated family with a central interest in exploration, discovery, experimentation, and inquiry into strategies for solving problems and communicating effectively, and the instructor became a resource person. The Laboratory provided an environment in which to practice process; subject matter studies were actually incidental.

For the "Now Generation" we must provide sensory experiences, programs for independent study, and opportunities to test ideas and master skills in a social setting. Diversity through direct experience with all media and many teachers can be provided at all levels. The new instructional technology presents a considerable number of changes for teachers to ponder.

Father Culkin of Fordham University says that we are moving away from a book world, and if we continue to cling to the tradition of the book as the repository of true knowledge we are going to fail as educators. This raises the question of whether a librarian is the custodian of books and a guide to their contents, or a person skilled in information retrieval, generically and across all forms of communications storage. Retrieval of information through all the senses seems to be an additional necessary process for the "Now Generation." Is the school library to be a depository for stored sensory experience, the laboratory for learning?

What will be the skills of librarians in a bookless world? Librarians must decide.

Guidelines

The discussion group members concerned with the topic, "Multimedia and the Changing Curriculum," focused chiefly upon the use of instructional materials. In doing this, they identified the principal curriculum changes which have occurred recently, attempted to clarify the meanings of key terms, and listed and proposed solutions for a number of problems usually associated with such matters.

FINDINGS

The discussion group agreed that the following elements are needed to create a proper climate for improved instruction that involves adequate use of educational media:

- Full support (including funds) of the school board and of the school administration.
- Creative instructional leadership.
- Functional physical facilities properly designed and equipped.
- Competent professional and supportive personnel, in sufficient numbers.
- A climate that encourages and supports change, including good communication among instructional personnel at all levels.

Significant changes relating to the curriculum, as identified by this group, included the following:

- Increased emphasis upon process in communicating content.
- Increased attention to pre-school education and to continuous, as opposed to segmented, progress.
- Broader community and student involvement in processes of curriculum development and of the work of the schools.
- Improved recognition of subcultures (including the so-called disadvantaged).
- Attention to the educational needs of exceptional children.
- Acknowledgment of the influence of changed school administrative patterns (including educational parks, flexible scheduling, non-graded schools, and team teaching) upon curricular outcomes.
- Inclusion of new content in the curriculum (vocational education, stress upon original source materials, balance between sciences and humanities, various cross-disciplinary studies).
- Employment of new methods (independent study, individualized instruction--teacher-directed).
- Employment of new media structures, such as satellite libraries, centralized and decentralized resource collections, new technologies involving computers and programed learning, and multi-media packages and kits.

The principal problems and needed solutions identified by this group included the following (S--short-term problems and possible ways to solve them, L--long-term problems and possible solutions):

- Insufficient acquaintance by teachers of the cross-media approach to instruction requiring inservice training (L,S), demonstrations (S), preservice training (L), and issuance of bibliographies (S).
- Lack of research, which could be remedied, partially, by abstracts and journals (S), selective dissemination (L), and more research and evaluative studies concerning contributions of media centers to the improvement of learning (L).
- Lack of clearly identified objectives, requiring more and better pre-planning (L).
- Insufficient funds for media programs, suggesting the need for enlisting more public support (L) and obtaining more federal funds and grants (L).
- The increasing and somewhat confusing flood of instructional materials now becoming available on the market, calling attention to the need for selective evaluation (L) and the establishment of functioning preview committees (S).
- Resistance to change on the part of staff and administration of the schools, which could be obviated, at least in part, through cooperative planning (L), broadened participation (L), and education (L).

- An insufficiently well trained media center staff, supporting the need to support the already identified quantity and quality in standards statements of the American Association of School Librarians, the California Association of School Librarians, and the Department of Audiovisual Instruction (NEA) (L).

- The influence of certain outside forces, suggesting the need for implementing board policies (L) by professional writing and publicity and the full and wise use of various mass media (L) to provide information leading to public support.

- A somewhat confusing administrative and organizational pattern and, in some instances, conflict among media personnel in the media field suggesting the urgent need for (1) unification of library-audiovisual budgeting, (2) the cooperative development of plans and goals for media resource programs, (3) the development of specifications for one credential to prepare media professionals and (4) the strengthening of a cooperative professional organization in the field (L,S).

- Lack of time for professional consultation by media personnel, suggesting need for changes in schedules and perhaps in the assignment of routine responsibilities (S).

- Information gaps on the part of administrative and instructional staff members concerning significant curriculum changes, suggesting the need for more creative displays and demonstrations (S), full participation in curriculum planning (L), inservice workshops (L), issuance of curriculum newsletters (S), more awareness of research findings, such as those available through the Educational Research Information Center (L), efficient service (L), and "positive thinking" (L).

RECOMMENDATIONS

Several recommendations grew out of the topic, "Multi-media and the Changing Curriculum," as follows:

- Curriculum changes require us to depart from tradition and to implement a new philosophy of media use in education.

- Such changes presuppose a physical reorganization of the library to make all types of media accessible and functional for use by individual students, groups of students, and faculty. Facilities should also be provided for various forms of student participation with media.

- Additional professional media specialists supported by adequate members of non-certificated staff members must be provided.

- Materials and equipment to be made available through media centers must be evaluated and selected in terms of changed curriculum emphases and new insights concerning learning processes.

- All individuals involved in the achievement of educational goals must play significant roles in evaluating, selecting, and utilizing media.

- Continued research and evaluation should be carried on to discover new uses for materials currently available and a full awareness of the possible usefulness of various technological developments. Flexibility of thinking is important.

HUMAN RELATIONSHIPS, LEADERSHIP, AND COMMUNICATION COMPETENCIES: DISCUSSION GROUP

Chairman and Discussion Leader: HELEN W. CYR

Discussion Leader: ELAINE J. HENDRICKS

Discussion Leader: CHRISTINA M. MASHTAIRE

Recorder: IDA MAY EDWARDS

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STUDY GROUP MEMBERS: Dorothy E. Adams, Carmen S. Ainsworth, Dean Baird, Dorothy Chambers, Helen M. Christensen, Mildred Crepeau, Joan Franco, Gloria E. Kast, Joseph L. Leger, Eugene S. Lyall, Lila Macway, Wayne McAllister, Lyman C. Miles, George W. Ormsby, Virginia Quesenberry, Charles J. Vento, Jean Wenberg

Chapter 3

HUMAN RELATIONSHIPS, LEADERSHIP, AND COMMUNICATION COMPETENCIES

Human relationships, leadership qualities and skills, and communication competencies loom high in importance in the work of educational media personnel. David Berlo (Department of Communications, Michigan State University) has reminded us that educational media specialists are "in the people business." They seek to affect behavior, to change attitudes, and to help others learn what is being taught. In doing these things, they themselves need help and direction in learning to become good "executives," in learning how to work with and through those with whom they are associated as superiors, peers, or subordinates.

While effective human relationships are significantly important for anyone, they are especially important for the educational media specialist who, at his best, affects the behavior of many different people at many different levels: the students, the teachers, the administrators, and the staff members of the complex organization in which he works.

Several key questions arise that must be answered:

1. What special knowledge and skills with respect to the strategies of communication are needed by media specialists to accomplish their goals?
2. What are the steps or stages of the communication process (the message and media system) which are used to affect the behavior of others?
3. What are the various causes of breakdown in communication between individuals?
4. What special skills are needed to communicate well in situations involving:

a. Problem-solving--getting and using feedback?

b. Decision making--providing for participation?

c. Evaluation of tasks, programs, human relationships?

d. Resolving differences?

e. Obtaining cooperative behavior?

f. Building and sustaining worker morale?

g. Using formal lines of communication?

h. Using informal lines of communication?

5. What are the characteristics of various kinds of groups with whom the librarian as a media specialist will work? How should these characteristics be recognized in the process of communicating with them?

6. How do such factors as the value systems of different individuals, the cultural milieu, motivations, conflicts, and other matters affect the functioning of and communication within a group?

7. What forces operating within a group tend to integrate or to separate individuals in it?

8. What characterizes a good climate for group activity? What factors affect this climate?

9. What conditions facilitate or impede the functioning of a group? Its productivity? Its morale?

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The Logistics of Ideas

By ADAM E. DIEHL
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Although much has been written and said about the processes of communication, there is still much to be learned, many facets as yet unexplored. Dr. Diehl's elaboration of the nature of these processes and barriers commonly standing in the way of good communication provide cues for the educational media specialist.

Communication is not an inanimate process, but something done with, for, to, or through another person or persons. It cannot be put on a platform and disassembled; it cannot be discussed without involving people. Difficulties in communication arise not only between those whose vocabularies differ, but also between those who use the same words, but assign different meanings to them.

Adam E. Diehl

We believe that man adapts and survives in accordance with his ability to receive, interpret, and transmit information. The few times in one's life when communication is complete, understanding prevails, ideas are freely exchanged, feelings and viewpoints are shared, and progress and improvement result. These moments are remembered as golden days primarily because something clean and wholesome existed in the rapport between two human beings. At other times, even though the same words may be used, antagonism, confusion, and disagreement are aroused; instead of harmony there is suspicion and withdrawal.

FUNDAMENTALS OF COMMUNICATION

There are some fundamentals about communication which can be pointed out:

- There is no known way to move an idea as it exists in one person's mind to another's. Communication of an idea goes from one person, through a personality filter, the medium of communication, the personality filter of the receiver, to the receiver. Thus, the idea is modified, or changed, in some way.
- Non-verbal symbolic communication, such as a street sign, can be extremely effective, yet we have not made extensive use of such symbols.
- Written language, becoming more abstract with each stage of development, is composed of symbols. These symbols have no meaning in themselves, but only the power to arouse in a person something that is already there. Symbols mean different things to different people, depending on experience and background. They are, therefore, interpreted through the person rather than objectively. Meaning resides in human beings, not in symbols or in means of communication. Listening is the most neglected communication skill. We learn how to read, write, and speak, but do not learn how to

listen, although nothing will pay bigger dividends, no matter what a person's occupation.

BARRIERS TO COMMUNICATION

Two commonly experienced barriers to communication between people who may be using the same words are differences in use of language and use of different types of language.

Language types. Using any particular type of language may create a barrier to communication. For instance, technical language, supposedly exact in its meanings, may be interpreted differently by two people, depending on the background and training of the persons speaking or listening. Non-technical language is even more open to personalized interpretation. Regional language and occupational usage may be completely meaningless to people from other areas or to those with no knowledge of the occupation. Words may also develop different meanings as they go through historical changes. In this context many of the words used by today's young people differ drastically in their meanings from those of a generation ago. New words developing in the language may add to the difficulties of communication.

Language use. Methods of language use may also act as barriers to communication. One person, in his attempt to communicate, may over-estimate the other person's understanding. Another may underestimate his companion's perceptions, knowledge, or background, and bar communication through too detailed explanations. Keeping clear the difference between facts and inferences is important, also. Other barriers that may arise from uses of language are "bypass," or assuming common understanding when there is none, and vagueness, or carelessness in ascertaining that understood definitions of words are the same for both parties.

AIDS TO COMMUNICATION

There are a number of aids to communication of meaning between two or more people. A few suggestions are:

- Use illustrations and examples from the other person's background, thus presenting ideas and terminology meaningful to him.
- Ask questions; expand your knowledge of the other person.
- Learn to listen not only to what the other person is saying, but to what he is trying to communicate.
- Check your assumptions; try not to draw conclusions too quickly.
- Use a variety of communication methods.
- Ask for verbalized feedback to see if the other person understands not only what you say but what you mean.
- Develop your helpers, the people who give you your image. Delegate responsibilities to them with brief directions and invitations to come back with questions.
- Create an atmosphere or climate of empathy, or rapport. Get *into* their skins; not *under* their skins.

Human beings have an inherent capacity to detect pretense or sincerity in one another. Real understanding between people depends not only on physical and intellectual contact, but also on spiritual contact.

Communications and Interpersonal Relationships

By VIRGINIA S. MILLS
Consultant, Interpersonal
Relationships Within Groups

"The feelings that each one of us has, unrecognized and undealt with, are barriers to good communication." This is the theme of Virginia S. Mills' presentation made to the School Library Workshop group. This theme was woven into some communication experiences in which participants were asked to become involved during the presentation. Again, the many cues for improved functioning of educational media personnel in developing improved communication patterns are clearly seen.

The things one learns in life have a lot to do, not with what someone tells us, but with what we discover in an experiential setting in relation to other people. Each person has a relationship with himself, which contributes to knowing something about who he is; not as a person with a label or playing a role, but as a human being. In interpersonal relationships, in addition to having a relationship with one's self, each person has relationships with other people. At the heart of these relationships is communication. Development of these relationships and communication is a life-long process, about which more and more is being discovered.

FEELINGS ARE IMPORTANT

The feelings that each of us has, unrecognized and undealt with, are tremendous barriers to our being able to send messages to another or to listen to someone else's. The question of what relationship feelings have to the ability to relate and communicate is posed. Our society suggests that feelings are not quite acceptable. However, they do exist, and the more attention paid to them the more they are in one's purview.

If one accepts the concept that at the core of communication in interpersonal relationships is the sharing of "the self" with another

Virginia S. Mills

person, feelings are very important. In speaking about feelings, Dr. Carl Rogers suggests that each individual functions at a point on a continuum somewhere between the following two extremes:

> At one end of this tentative scale or continuum we find the individual living his life in terms of rigid personal constructs, based upon the ways he has construed experience in the past. He has little or no recognition of the ebb and flow of the feeling life within him, as it exists in the present. He is remote from his own immediate experiencing. His communication, even in a receptive and acceptant climate, tends to be almost entirely about externals, and almost never about self. The form of communication tends to be: 'The situation is ...' 'They are ...' 'They say ...' If pressed he might say 'My characteristics are ...' but he would almost never say 'I feel ...' 'I believe ...' "I am uncertain about ...' He does not recognize himself as having problems.
>
> He does not perceive himself as a responsible agent in his world. He exhibits no desire to change, and on the contrary shows many signs of wishing to keep himself and his relationships to others and to his environment as unchanging and stereotyped as possible. He is characterized by stasis and fixity.
>
> At the other extreme of this continuum we find the individual living in his feelings, knowingly, and with a basic trust in and acceptance of his feelings as a guide for his living. His experiencing is immediate, rich and changing. His experiencing is used as a referent to which he can turn again and again for more meaning. The ways in which he construes his experience are continually changing in the light of further experiencing. He communicates himself freely, as a feeling, changing person. He lives responsibly and comfortably in a fluid relationship to others and to his environment. He is aware of himself, but not as an object. Rather, it is a reflexive awareness, a subjective living in himself in motion. He has incorporated into his psychological life the quality of change. He lives fully in himself as an integrated, constantly changing process.

OTHER ASPECTS OF COMMUNICATION

In addition to the barriers to communication which are raised or lowered, depending on our recognition and acceptance of our feelings and our use of them in communication, there are other factors which can aid or hinder the relationship between people. A few of these follow:

Perception. We can look at the same thing and each of us see something quite different. Our perceptions are very different, and this is true whether we are looking at an object or at each other.

Self-image. How others see us and the feedback we can elicit on both our verbal and non-verbal methods of communication can often tell us whether we are really communicating what we wish. Each of us appears to others differently than we appear to ourselves. Use of eyes, gestures, stance, hands, facial expressions--all can aid or hinder communication, even if we are unaware of these non-verbal methods.

Sensitivity. There must be a sensitivity to what the other person has to say in our approach to each other. A prejudice against the other person's appearance, the way in which he approaches us, words he uses to express his thought, or even the formality with which he is surrounded can break the line of communication. We bring to our communication with others our own experience, which is often different from that of the person with whom we are trying to relate.

Projection. In sharing our ideas with others we are trying to share ourselves. If we project a role onto the other person, that of teacher, principal, president, or other, it prevents the other person from being a human being; and this we may do, unwittingly and unknowingly.

This matter of relationships has much to do with how much we are willing to share of ourselves. We all bring our own experiences to communication, but communication is not involved primarily with agreement or changing another person. The sharing process is almost the opposite, an encounter in which we let the other person be what he is in the "process of becoming."

Guidelines

Discussion group members for the topic, "Human Relationships, Leadership, and Communication Competencies," focused on the importance of communication competence in all human interaction situations. The media specialist in his leadership role will probably spend more time in social interaction than in the direct, personal use of the "tools" of his profession. Attention of this group concentrated upon two aspects of the problem: (1) steps in the communication process, and (2) various causes of breakdowns in communication.

FINDINGS

The individual who is aware of the nature and requirements of "good communication" is generally found to observe a number of steps in achieving it. In doing this, he:

- Describes the specific behavioral outcomes (objectives) he seeks to have his students (or others with whom he seeks to communicate) attain.
- Identifies quite specifically the nature of the audience or audiences with whom he seeks communication.
- Reviews information, beliefs, attitudes, or other evidence pertaining to those with whom he seeks communication, any one of which might conceivably affect the nature of the intended communication.
- Treats the content of the communication in ways that will facilitate response, giving special attention to the choice of media in which to communicate it. In doing this, he gives attention to the selection of information and ideas, approaches and appeals, presentation styles, and the like.
- Bases the treatment of the communication (the process) upon predictions he is capable of making about the intended receivers; their personal characteristics, their group characteristics, and their cultural characteristics.
- Transmits the messages and observes the responses elicited. Carefully studies and analyzes those responses ("feedback"), assessing the impact and effectiveness of the message, the distortions it has produced, and ways in which future transmissions should be handled.
- Evaluates the entire process of communication in an effort to obtain greater future accuracy and effectiveness.

Causes of breakdown in the process of communication were identified, during discussions of this group, as occurring chiefly as a result of:

- Unclear statements of behavioral objectives or intended responses of those to whom a particular communication is addressed.
- Selection of the wrong receiver for the message, or a failure to analyze receiver requirements in advance of message transmission or delivery.
- Unsuitable or inappropriate content of the message for the particular audience involved.
- Misinterpretation of the response.
- Failure to receive or to assess properly the feedback data obtained.
- Neglect of the process of evaluating (essential to future success).

RECOMMENDATIONS

Recommendations relating to the processes of effective communication were developed for media specialists. The dynamic media specialist was described as one who "understands the various strata and cultures in the school and community and recognizes the influence of his roles in varied and ever-changing programs." He also understands how feelings, attitudes, beliefs, and opinions affect behavior and learning, and how needs, emotions, and aspirations shape the ways an individual reacts and directs his energies. To communicate effectively (and affectively), the educational media specialist must:

- Involve himself and share in the broad spectrum of educational activities found in the environment in which he is employed.

- Recognize that his goals or those of the educational system which he serves may not be congruent with the interests or goals of those persons with whom he works and that a major task is integrating the goals of individuals with those of the system (human relations competence).

- Develop sensitivity to people and situations; listening with an open mind, asking questions to clarify interpretations, checking assumptions to influence decisions, reading the "silent language" (the emotional overtones of the communication situation), and tempering his approach and reactions accordingly.

- Understand his role and the roles of others in the situation, realizing that perceptions of self vary with the situation and change through communication.

- Utilize feedback and evaluation, being aware of the uses and many avenues of feedback with respect to the effectiveness or ineffectiveness of communication to implement change of direction, as needed.

INNOVATION AND CHANGE IN THE MEDIA PROGRAM: DISCUSSION GROUP

Chairman and Discussion Leader: EUGENE H. WHITE

Discussion Leader: RODERICK D. MC DANIEL

Discussion Leader: JOANNE MC HENRY

Recorder: CLARABEL TANNER

Recorder: GENEVIEVE K. CRAIG

STUDY GROUP MEMBERS: Myrtle Bagley, Lester Beck, Dorothy Dale, Mildred B. Eshnaur, John E. Fetz, Harold C. Gluth, Nina Kimbrough, Helen M. Loge, Margaret H. Miller, Warren Pendleton, Elizabeth Reining, Robert S. Shute, Phyllis Stronach, Ann B. Weatherbe, Eva Mae Weigand

Chapter 4

INNOVATION AND CHANGE IN THE MEDIA PROGRAM

Innovation and change in media programs are frequently considered "good" or "desirable." Yet we know that such simple evaluations cannot be made. Some innovations have been introduced mainly for the purpose of doing "something different"; some only support previous (and perhaps biased) positions of groups or individuals; some have come through simple fiat; still others are made on a "bandwagon approach." Thoughtful educators are concerned about having more rational approaches to innovation and improvement in their efforts to effect needed educational change.

It has been pointed out that educational innovations are almost never installed on their merits and that the characteristics of the local system, innovating group, person, or other relevant institution often counterbalance the impact of the proposed innovation. Similarly, it has been pointed out that the characteristics and skill with which the innovation is sought affect materially its ultimate acceptance and adoption.

It is well known that, as an institution, the school has been slow to innovate or accept change. Too often changes which have occurred in them are superficial, consisting chiefly of kinds of pseudo-manipulation of organization, facilities, procedures, materials, and similar items without any real effect upon the educational product.

How to develop procedures for planned educational change that are built into a changing system itself is a prime problem for educators. Educational media personnel in particular share with other professionals a major responsibility for achieving planned educational change. As leaders, they need to learn skills in innovating and managing the change process. They must look systematically into the relationship between themselves, as change-agents, and the "targets" of change, such as the other individuals, groups, institutions, or systems with whom they work.

In doing this, educational leaders must learn to recognize factors which hinder the rate of change and to plan strategies for overcoming these. Hindering factors include "threats of existing practices," "threats to personal autonomy and initiative," "economic, political or social pressures," and "a low level of community understanding." Conversely, those who would effect change need to be aware of the many factors that are favorable to the change process such as: intelligence and creativity of the innovator; group support of a single innovator; readiness of a group or system for change; and communication skills which use media creatively.

A number of questions concerning the processes of educational innovation are of special concern to the educational media specialist:

1. What special knowledge should he have concerning the sociological and psychological forces operating for and against change in the schools?

2. What strategies or tactics are needed to achieve desirable change? What provision can be made for continual innovation, for built-in change?

3. What personality characteristics (and skills) should be possessed by persons who seek to implement change and particularly those involving media?

4. What are the proper roles of educational personnel in effecting change?

5. Change appears to be most acceptable when it is viewed as growth from the inside rather than outside the group, organization, or individual. What are the implications of this fact for the strategies of change?

6. Change often threatens the security of many individuals resulting in a deep seated resistance to it. Is this because individuals do not have a scientific or objective orientation to a job or problem? If so, how can such orientation be developed?

7. How does interpersonal behavior affect the adoption and continued use of a particular innovation (initiating a media center, for example)?

8. How can rate of change be accelerated in school systems so new practices will be more easily and more quickly accepted?

9. The ordinary classroom teacher is seldom much of an innovator; he may be quite resistant to changes, especially to those that appear to threaten his "normal" role. How can such teachers be helped to accept changes?

10. According to some authorities, school administrators are the real change-agents. If this is so, what is the role of the librarian in effecting changes which may or may not be acceptable to the administration?

11. How should the media specialist participate in changes now affecting thinking about curriculum and school organization? How can or should he influence the direction of these changes? What is his responsibility for initiating desirable changes?

Management of the Merger

By RONALD HUNT
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The already considerable cooperation in California schools between library and audiovisual specialists has paved the way for numerous innovations in managing educational media resources through "instructional materials centers." In the following speech, Dr. Hunt pleads for still other forms of merger in the search for maximum efficiency--and inclusion of the talents of industry and of those involved in various communications disciplines that seek to understand the media, the message, and the market.

Mergers take place because all parties concerned believe that unity will be more productive and profitable than remaining separate. Elements of a merger are (1) a common need for one another's skills, facilities, or other resources, (2) improvement of fiscal position through economies or greater productivity, (3) competition from other merging organizations, (4) consumers with new or changing demands, and (5) a workable organizational concept. Mergers are usually prompted by forces outside of either organization; the most common of these being the changing technology and a redefinition of the market.

All of these elements are working today in education, with the brunt of the pressures of technological change and redefinition resting with the managers of instructional materials systems. The merger of library and audiovisual education began a number of years ago with a common interest in children and a respect for the profession and instruments of education. Both library and audiovisual education are based on scholarly research, and, at the same time, dependent on sound management ideas and actions.

Organizationally, audiovisual education and library science merged in California at the state level about 1959, long after individuals in the two professions became personal and professional friends. But as the two come together in a merger bound by friendship and profession, the group seems threatened by additional mergers with other multimedia arising from electronic communications and systems analysis. Old-line publishers of school texts talk uneasily about the multi-media market. The prediction of needs for school books is tough enough without interjecting the problems of evaluating filmic and audio materials.

Difficulties in projecting needs and goals of schools and communities in the future mean that our statements of goals are confused. We are not capable of predicting with certainty the future needs of our children, but most begin by saying that singly we do not know the solution; collectively we can try to find the way.

Your merger must take place not only with the already well achieved union of library and audiovisual resources, but also with the talents of industry and the disciplines which aid in understanding the media, the message, and the market. We have no strange bedfellows--only unused and untapped talents.

PROBLEMS AND OPPORTUNITIES

As we converge on the problems (and opportunities) facing us, we need to (1) focus on resources to solve them, (2) organize the resources to apply to the problem, and (3) procure the finances to accomplish the tasks. Among the problems and opportunities are these:

Population. More than 70 per cent of the people in the United States today live on less than one-tenth of the land in the nation. Population experts predict that more cities will be built in the country between now and the year 2000 than presently exist, and that by 1980 it is possible that the population of the United States will live primarily in urban centers, with all of the attendant problems. If we believe in the power of communication, we must invest all our resources in this central problem of population growth as controlled by reason.

Ronald Hunt

Information processing. Control by reason suggests two major dimensions: the availability of reliable data, and the soundness of the decision making process and the decision makers. Our democracy has been dependent upon ready access to all information on the assumption that such information would be used by all people with wisdom. Jefferson contended that the function of education was to provide for an informed electorate. The wisdom and judgment of the electorate have always been grounded on the soundness of the educational system.

Getting valid and reliable information is no longer an easy matter. Information processing, formerly taking place by word of mouth, then from book to eye, now has great promise through electronic communication. Information, however, must mean something to the consumer, who must, therefore, ask the right questions and be receptive to the answers.

The great problem facing education is that of providing the questions to receive selective answers from a probable future system composed of a reasonable number of direct access computers storing and processing all the significant information now in the world's libraries.

Freedom. It may be possible in the future to center school, business, health, and fiscal matters in the confines of the home, whether in urban or suburban centers. However, with the capability to control all information, including literary and banking, there may also be a loss of freedom. For instance, the crime of writing bad checks could well be eliminated by means of an electronic computer-based connection between retail stores and banks. Profiling instructional materials according to learner typologies for home reception will revolutionize the concept of education, and the idea of the school as a place to go to may be done away with.

The problems of population growth and information, and the aspects of freedom inherent in both, are ponderous. Our resources to confront these problems are uncoordinated. The abilities to comprehend space, explore the moon and planets, and harness nuclear energy are evidence that resources are available to confront the problems of our cities, improve education, and process information without loss of freedom.

Cooperation. The entrance of defense industries, the federal government, and business into the concerns of education is encouraging. Our greatest resource is cooperative planning. The California State Committee on Public Education, for instance, is compiling uncoordinated and unrequested information from forty agencies which will help school districts and local governing boards in planning for the future. If a twenty year lag is expected to exist between the discovery of new knowledge and its widespread use in the educational system, all of us concerned with education must plan ahead.

Guidelines

The discussion group for this topic, "Innovation and Change in the Media Program," studied some of the strategies involved in the process of innovation and sought to identify techniques and conditions under which desirable ones may be introduced, with at least reasonable assurance of success.

2

FINDINGS

Two principal findings were mentioned in the report of the group discussion:

- Innovation may be characterized as (1) a planned change that departs from current practice; (2) a plan of action based on careful evaluation of a need; (3) an action based on current and future needs; (4) a fresh, often a combination, of approaches to needs, both old and new.

- Change involves people. It is people who determine valid objectives for change. It is people who design innovative systems and procedures. It is people who implement the change. In the light of this, any strategies for innovation and change must be based upon sound principles of good interpersonal relations. They must be based upon an understanding of the psychological, cultural, social, and other factors that may aid or block innovations. The leader is one who influences the thoughts and actions of one or more persons and so is directly involved in the change process. It is important that he possess (1) the ability to recognize relevant sources of change be they an individual, group, institution, organization or system; (2) the capacity to assess the variables stemming from different change sources (people and situations) which may speed or retard change; and (3) the skill to deal effectively with these variables so as to produce change.

RECOMMENDATIONS

With the premise that understanding and adjustment to the human factor is basic to all innovative practices, the following recommendations were made:

- Be sure that innovation is not merely for innovation's sake, but is based on valid needs. Avoid the "bandwagon approach." Change is not an end in itself; it is a means to an end.

- Consider the feelings of the people involved. The actions and feelings of others are part of the realities of "our jobs." A top level edict can easily create insecurity, resentment, and resistance. Insisting upon an innovative approach simply because it was recommended by a "recognized authority" may not fit the local situation. Determine how any change will affect the existing status of those involved.

- Consider the effect that any innovation will have on the existing total program. Quick changes in response to pressure group tactics may lack validity. Sudden innovations may result in curriculum imbalance. Success in one specific district does not guarantee success in another.

- Remember that the greatest single strategy for successful educational innovation is to promote a high degree of personal understanding and involvement of all who will be ultimately concerned.

- Remember that school systems need a strategy for involving teachers and others in planning and implementing innovation. However, to achieve change, it is not necessary to involve 100 per cent of the teachers, but they should be involved selectively. For example, it is a good idea to have a representative group of teachers who know curriculum and children to help in the area of book selection. These persons might be the heads of the various departments.[1]

- Provide media personnel with opportunities to develop the skills required in the process of innovation.

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[1] The following ways in which media personnel have involved teachers in the instructional materials program were mentioned:

1. Holding a meeting, with each grade level represented by one teacher, for one hour immediately after school. Care was taken to limit the meeting strictly to one hour, and also to have the principal's backing for the meeting.
2. Taking new materials to teachers' meetings.
3. Holding one teachers' meeting each year in the library, giving the librarian an opportunity to explain new materials.
4. Taking department chairmen to a preview session of films (or other materials) during one school day. (This worked fine, except that principals complained about the cost of substitutes.)
5. Sending out exhibits that are easy to set up. One member mentioned that his office has prepared some "instant kits" which can be displayed simply by unfolding them. Tapes are sometimes supplied to go with exhibits.
6. Showing films. "Make a Mighty Reach," Kettering Foundation, Melbourne, Florida; and "Let Them Learn," by Encyclopedia Britannica, are two excellent ones.
7. Using pictures. One district librarian told of having difficulty in being able to get some teachers to accept the idea of having a library in each elementary school rather than only the classroom collections which they had been accustomed to receiving from the central office. Using pictures of the happy expressions on the children's faces as they came into the library for the first time helped her convince the teachers that such libraries were really a good idea.

COMPETENCIES NEEDED BY MEDIA PERSONNEL: DISCUSSION GROUP

Chairman and Discussion Leader: EARL F. STROHBEHN

Discussion Leader: LOIS FETTERMAN

Discussion Leader: ELSIE D. HOLLAND

Recorder: LOUISE JAMES

Recorder: LENORE C. EBERLE

6
COMPETENCIES NEEDED

STUDY GROUP MEMBERS: Jayne Bernasconi, Mildred M. Brackett, Doris M. Brenneman, June Carroll, Florence W. Damm, Mary E. De Nure, Betty Gardner, Delitha Glenn, Maxine Hegland, Clyde Hostetter, Carl A. Larson, Jackie Luckey, Richard C. Nissen, Priscilla K. Phillips, Jeanene V. Rickles, Louise Stull, Primm Wright

Chapter 5

COMPETENCIES NEEDED BY MEDIA PERSONNEL

"Competencies Needed by Media Personnel" represented a topic of high interest to participants in the Monte Corona conference. Preliminary materials distributed ahead of the meeting pointed to the ALA *Standards for School Library Programs* in which its proper functions were described, as follows:

> The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books (the literature of children, young people, and adults), other printed materials, films, recordings, and newer media developed to aid learning.
>
> Teaching methods advocated by leaders in the field of curriculum development and now used in elementary and secondary education call for extensive and frequently combined use of traditional along with new and different kinds of materials. Since these methods depend for their success upon a cross-media approach to learning, a convenient way of approaching instructional materials on a subject or problem basis must be immediately at hand in each school. Historically, libraries of all types have been established to provide convenient centers for books and reading and for locating ideas and information important to the communities they serve. The interest a modern school now has in finding and using good motion pictures, sound recordings, filmstrips, and other newer materials simply challenges and gives increased dimension to established library roles.
>
> The school librarian has always encouraged development of appreciation for and ability to make good and continuing use of printed materials and library services. Taking into account individual differences of children and young people, the school library stimulates and guides each child in the selection and use of materials

> for the building of taste on appropriate levels of maturity. Now in good library practice, the school library also helps both pupils and teachers to discover new materials of interest and to determine their values. It may provide these materials and the equipment needed for their use for both individual and classroom study and teaching.[1]

The several implications of such duties for the proper preparation and training of today's educational media specialists were foreseen in these recommendations of 1960:

> School librarians are normally educated as teachers and meet state requirements for regular teaching certificates. They must also receive special training in analysis, education, evaluation, selection, organization, systematic distribution, and use of instructional materials. The professional education of school librarians should contribute this basic knowledge as well as provide understanding of fundamental learning processes, teaching methods, and the psychology of children and adolescents. Also, school librarians must be familiar with the history and current trends in development of school curricula.
>
> In summary, the well-trained professional school librarian should anticipate service as both a teacher and as an instructional materials specialist. Where adequate funds and staff are available, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program. It should always stand ready to provide informed guidance concerning selection and use of both printed and newer media.[2]

The further implications of new responsibilities and of the new organizational formats for the work of the media personnel ("book" and "non-book" alike) were reflected in questions to guide the discussion of the group considering these matters:

1. In the changing school, the librarian's role is steadily being changed. How should this fact affect the preservice and inservice education of librarians with respect to the use of new media?

2. Because new media and instructional materials play increasingly important roles in today's schools, what provisions should be made in library education institutions to inform preservice librarians of these changes and to provide them with skills and competencies needed for the new tasks they must discharge?

3. According to a number of observers, individual librarians (even those who have taken librarianship courses) often have very little influence in their schools and find it difficult to get major shifts in school library operations and management. What are the implications of this statement for preservice education and/or for inservice programs in new media?

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[1] Standards for School Library Programs, American Association of School Librarians, Chicago, American Library Association, 1960, p. 11.

[2] Ibid., p. 12.

4. It has been said: "new media arouse feelings of inadequacy ... but this must not be mistaken for outright resistance to change." "Inability to use destroys more innovations than reluctance." How can library schools and administrators provide the assistance school librarians need in order to feel secure in using new media?

*

The New Image of the Librarian

By CAROLYN I. WHITENACK
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of School Librarians, and
Associate Professor and
Chairman, Educational Media
Purdue University

The "new image" of school librarians and audiovisual specialists of the future is highlighted here in Carolyn Whitenack's speech. Currently president of the American Association of School Librarians, Miss Whitenack brought to her listeners insights developed through many years of work and study in the field. Her "Six C's" emphasizing the essential qualities of leadership for media personnel form a useful review of criteria that should be uppermost in the minds of media professionals everywhere.

In its simplest form, the new image of the school librarian and the audiovisual specialist will be that of the media generalist, trained and able to preserve the heritage of the past and to prepare for changes of the future. In considering this new image, we must consider the new image of education. As the philosopher, Alfred Whitehead, said: "In the condition of modern life the role is absolute. The race that does not value trained intelligence is doomed." Education is a prime mover in this nation today, and has, at last, come into the area of recognition.

It is time to look at professional education for school library and audiovisual personnel--the media generalist. The joint standards of the American Association of School Librarians and the Department of Audiovisual Education, to be published in the near future, emphasize these professions in relation to the functions of media in media centers.

The rationale of the school librarian as a media specialist is in terms of the services, or functions, of a media program; its centers and sub-centers. To paraphrase C. Walter Stone's statement of purpose, the role of media in the library is

> ...to put at the disposal of the teaching faculty all the media technology, services, and systems which will enhance the effective communication of ideas in the presentation phase of learning, and to put at the disposal of students all the media technology, services, and systems which will enhance the effective communication of ideas in the self program phase of learning.

Carolyn I. Whitenack

To develop these functions we must re-evaluate professional education. Training for professional personnel to develop our school libraries as media centers will need to encompass a variety of skills and experiences. Some of the more important of these are:

- A thorough knowledge of the psychology of learning, understanding of the needs, purposes, and behavior of the users of media centers, and the ability to act as co-directors of learning with teachers.
- Certification as teachers as well as special certification in their fields, with the ability to develop instructional objectives in behavioral terms, analyze, try out, and modify units of study, and the ability to assist teachers and learners in this modification.
- Knowledge of the historic role of the library and the present and future of its functions and materials, as well as knowledge of the growth of communications theory, including storage and retrieval of information.
- Awareness of the new technology of education and the ability to promote unified treatment of ideas, whether they come through computers, filmstrips, books, or other media.
- Experience with the full range of instructional resources, including the perception, display, and presentation of all types of media.
- Acquaintance with the broad scope of instructional research as it relates to the use of media, and continued awareness of the implications for education of such research.

- Deftness in the management of media and people, including management control and professional direction of para-professionals.

The discipline of library science has provided foundation and background for the coming media specialist, but training for the future needs expansion. Education for librarianship will need to draw on psychology, sociology, administration, curriculum, business management, communications theory, computer sciences, educational research, and other fields. Institutes, workshops, and conferences have done much to upgrade the profession; much remains to be done. Cooperative programs between librarianship and audiovisual departments will need to be developed.

Staff will be an important aspect of the coming media centers. Not only will highly trained librarians and audiovisual specialists be necessary, but so will be technicians, clerks, and other para-professionals. Media center directors will need special competencies in personnel management, communications, and interpersonal relationships.

John W. Gardner's article, "The Ten Commitments," in a recent issue of the Saturday Review, posed important questions: Why are we doing what we are doing? What is our role in changing the future of education in America? What are our values? Do we recognize the need for widespread education around the world? What is the role of the school librarian in making the American dream of equal opportunity a reality? Can we help create an educational system that will provide maximum individual development for every American?

Six "Cs" which emphasize the essential qualities of leadership not only for librarians and audio-visual specialists but for all educators are:

- Committed to the best possible learning program for students and to the function of media;
- Competent in their fields, engaging in lifelong learning and gaining maturity of judgment;
- Cooperative enough to work in networks of media which use the new technology, and to use the potential of each type of media;
- Creative in the arts of leadership and personal relations;
- Conscientious in using educational tools skillfully, lovingly, and creatively to help those who want to aim high and improve themselves; and
- Courageous enough to exercise these characteristics, to let go of some long-held certainties, to start out on new roads, to dream, identify the dreams and bring them to fruition, and to be concerned about truth as we know it today, recognizing that truth is ever changing and that what we perceive today may be different tomorrow.

▸ Committed
▸ Competent
▸ Cooperative
▸ Creative
▸ Conscientious
▸ Courageous

*

Training the Recalcitrant

By LESTER BECK
Oregon State System of
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Dr. Beck brings to his assignment a similarly extensive background of experience, publication, and research. The need to find ways of reaching and teaching youngsters from the disaffected, underprivileged, or disadvantaged segments of our society forms the basis for numerous educational efforts in the United States. Some of these are discussed in the speech that follows.

The two most underprivileged groups in our spectrum of education today are pre-school children and college professors. As little in-service training is provided for the professor of higher education as are planned programs for the child prior to his entrance into formal education. Advances, however, are being made on both fronts.

THE PRE-SCHOOL CHILD

As was noted two years ago at the New Media Workshop held at the University of California Alumni Center in Tahoe City, the importance of the pre-school years for education is now generally recognized. By the time the child is four years old he is past the halfway mark on the road to adult intelligence; by the time he is six, he is past the two-thirds point. In education today, however, we are still investing great sums of money in the upper third of the growth curve and very little in the lower part, where mental growth is most rapid and deprivation can be the most serious.

There are 24 million pre-school children in the United States, with only about one in ten enrolled in a nursery school, kindergarten, or group activity. This means that eight or nine of every ten children depend upon their parents and home environment for such intellectual stimulation as they may receive. Yet in this country 97 per cent of homes are equipped with television, regardless of income level. In many homes the set runs continuously, creating a major problem as small children do not have much selectivity about what they watch.

We commented, too, at that Conference (1965), that available television programs for pre-school children were (1) edited for children, (2) animated cartoons, or

(3) composed of material more content- than process-oriented. We also mentioned that the majority of the content-oriented programs were presented by women; men, dressed as clowns or boobs, hosted the animated cartoons. The question of the image these men presented was discussed.

Lester Beck

There have been some advances in the last two years in designing programs for small children. One model series, "Roundabout," produced with funds provided by the Office of Economic Opportunity, is process-oriented, interested in vocabulary, and in imaginative experiences which are equated with community events. Each program is self-contained. The lead figure for the films is a Negro man, neither a teacher nor an actor, but selected for the part because he presents a good image on television and is able to talk to children as if they were in his neighborhood rather than in a classroom group.

Another aspect of the progress being made is the funding of NDEA Title XI summer institutes on television for the pre-school child. Two institutes offered in Oregon during the summer of 1967 were intensive four-week institutes with 25 participants each, representing educational television, the systems approach, and administration. This group reviewed and evaluated approximately 40 programs prepared for pre-school children, and with the exception of the program noted above, drew the conclusion that none was very good.

Institute personnel then designed segments of programs which were process-oriented and dealt with concepts and concept-formation rather than with subject matter; i.e., the concept of hands and the dimensions across which the concept of hands extends. The group worked out a crude and elementary television curriculum with more emphasis on process than content, and with attention to vocabulary, appropriate music, and art forms.

Outcomes of the institute programs centered around planning for use of funds to be made available by the National Foundation, in cooperation with the Office of Education, for the production of television programs for pre-school children to be released nationally. Recommendations were:

- Compose these programs in short, unified segments, similar to single-concept films.

- Design these process-oriented segments to stimulate mental development, growth of values, and the aesthetic senses of children.

- Employ media specialists to select and build local programs based on these segments, employing other applicable media as well, in much the same way books are chosen and selected, displayed, explained, and broad distribution and use of them stimulated.

- Give local school districts the option of sponsoring the programs, but make them available for release over educational networks and as public service programs by local commercial stations.

THE COLLEGE PROFESSOR

Title XI of the National Defense Education Act made provision for institutes in a number of academic subject fields to be conducted through institutions of higher learning to improve the competency of elementary and secondary teachers in the given fields. The Act also provided that a measure of attention to instructional media be incorporated in this instruction. On-site visits to some of the institutes a few years ago disclosed that this provision of the Act was being neglected.

As a result, the Office of Education, with the assistance of persons professionally interested in instructional media, conceived the idea of establishing one-week institutes for institute directors. These institutes were to provide opportunities for directors to explore and become acquainted with the full potential of educational media in the fields they were to cover with the teachers who would be attending their summer institutes.

The institutes for institute directors are conducted for one week during the academic year at four centers: history directors at Syracuse; geographers and economists at Michigan State; English and reading at the University of Southern California; and modern foreign language and English as a second language at the Oregon State System of Higher Education.

Attendance at the institutes has been on a voluntary basis. However, they have now been offered for two years, and each succeeding year and with each succeeding institute, a higher proportion of institute directors have volunteered to attend.

These one-week institutes stress innovation in teaching and the use of new instructional media, as well as the importance of having media specialists connected with the summer institutes. In brief, the objectives were (1) to make institute directors aware of the innovations in educational media; (2) to develop reasonable facility in the utilization of media in teaching; and (3) to familiarize directors with the newest and most useful teaching strategies, the latest texts in their subject-matter field, and other instructional media that could advance the teaching in their own disciplines. In all four of these mid-winter institutes, programs include (1) formal presentations by specialists, (2) demonstrations by staff and consultants, (3) provision for independent study and preview of materials in the whole field of media, including acquaintance with equipment, and (4) provision for small group evaluation.

In a variety of ways, participants were oriented to the purposes of the one-week "inservice" institutes, were made to feel a part of it, were immersed in an atmosphere dominated by media. The workshop atmosphere prevailed, there was opportunity for exploration, time for group discussion, time for independent study, time for practice. But throughout the week of concentrated learning, it was regularly emphasized that the teacher's ultimate task is to communicate, and that modern instructional media are excellent means if properly selected and used in terms of carefully conceived goals.

Professors of higher education who receive NDEA Title XI grants to conduct subject-matter oriented institutes for elementary and secondary teachers are taking advantage in increasing numbers of the opportunity to attend one-week academic year institutes for intensive study of the broad range of new instructional technology and its applications to learning.

Guidelines

In approaching its assignment, the committee for this topic examined functions of school libraries in terms of the responsibilities of a school librarian, or, perhaps more properly, of a media specialist or an instructional materials center director who administers it. Next, it identified competencies needed by this person to carry out his responsibilities. Finally, it reviewed characteristics of the preservice and inservice training necessary to satisfy school library personnel needs. Guidelines in the final committee report stressed that actual functions of school libraries should be prime bases for determining competencies needed by school librarians.

FINDINGS

Several findings were developed as discussion outcomes:

- The librarian's role must change to meet varying educational demands of today's schools. New services are required; staff competencies at the professional and non-professional levels must be redefined (from credentialed levels through the para-professional and clerical levels) to assure effective staff utilization.

- The professionally competent educational media specialist (professional librarian) of an individual school should possess: (1) appropriate teaching and administrative skills; (2) a knowledge of the curriculum; (3) skill in human relations, communication, group dynamics, and community relations; (4) leadership capabilities in inservice training for staff and students; (5) a general knowledge of all media, including the use of human resources; (6) specialist backgrounds in certain fields (disagreement was expressed as to whether assistant librarians might be credentialed specialists in subject-matter fields rather than in librarianship); (7) skill in techniques of evaluation; (8) a knowledge of library budgeting in relation to the overall school budget; and (9) interest in professional improvement and participation in activities of professional associations.

- Personnel in district or county level positions should possess, in addition, certain other administrative and supervision competencies: (1) ability to supervise and coordinate professional and non-professional staff, and adeptness in organizing effective personnel practices; (2) extensive knowledge of business procedures and administration of the total library budget; (3) awareness of a wide variety of procedures and the capability of initiating and coordinating operational practices to assure optimum utilization of media and media services; (4) skill in developing inservice training and leadership programs for professional and clerical staff; (5) ability to implement individual school media programs; (6) ability to evaluate the total school media program through critical self-evaluation and by outside assessment; and (7) a knowledge of current educational research and new trends in the learning program.

- Supporting personnel for educational media centers should include: (1) clerical employees: graphic artists, processing clerks (junior and senior), clerk-typists, acquisitions clerk; (2) para-professionals: audio-visual technicians, library technicians; (3) associate librarians (if decentralization creates the need for different professional skills), research specialists, subject-matter specialists, and media specialists.

- Varying levels of clerical and para-professional assistants can be trained by the community colleges within the framework outlined by the State Board of Education's vocational education program.

- There was agreement that the modern school library or educational media center for students and teachers should include all media (books, films, recordings, and the like) and serve as a resource hub for all disciplines. Keeping this broad, and broadening function in mind, the committee compiled a list of competencies for the professional school librarian.[3] It was emphasized that he is:

  - A teacher, with broad subject-matter knowledge, whose teaching boundaries are not the conventional four walls of the classroom teacher; who is as thoroughly acquainted with educational theory and practice as other teachers with whom he serves.

  - An administrator, with professional line responsibilities for operating the library as a learning resource within his building, district or county. Included in these responsibilities are personnel management, finance, and program planning.

  - A friend to students, with an understanding of the growth and development of the various age levels of the students whom he serves; and with strong empathy for their learning needs.

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[3] It will be noted that this list does not include technical competencies, which the committee felt were well enough understood to permit exclusion.

- A curriculum expert, aware of continuing changes in teaching programs and their effect on the total educational program.

- A colleague of teachers, supervisors, and administrators, working tactfully with all to insure effectiveness of the library as a learning resource center.

- A "generalist," who understands uses of the wide range of instructional media, including human resources, and who employs these media effectively in supporting the educational mission of the school.

- In some cases, a specialist in subject-matter fields. (There was not complete agreement within the committee on this point, since there was a question as to whether subject-matter specialists working with the head librarian should be required to have formal training in library science in order to serve as assistant librarians.)

- Finally, a public relations practitioner in the most ethical sense of the term; that is, one with an understanding of how best to acquaint administrators, teachers, and the public generally with the role of the school library in the educational process.

Preservice training for educational media personnel also occupied the attention of the committee. Three basic positions soon developed:

- Most graduate schools of library science must improve their programs to meet the need for properly trained school librarians. The committee strongly recommends that such training include specialized preparation that de-emphasizes traditional courses in library science in order to make room for courses relating more closely to actual current and future school library needs. Such library courses should assist the media specialist in building such competencies as the selection and preparation of all instructional media, including non-book materials; supervision of professional and non-professional staff; development of a library budget relating properly to the total school budget; communications theory; human relations, group dynamics and community relations; objective evaluation of the school library program; and organization of inservice library education, particularly at the building level for work with student and parent helpers.

- The presently developing program of the State Department of Education to establish a uniform library technician training program in California junior colleges is strongly endorsed as a means of providing needed library technical assistants for semi- or para-professional and clerical staffing in school libraries. This program includes terminal courses to enable students to serve at various job levels in the school library, to provide technical services for effective and efficient library operation, and to free professional school librarians for other more important work.[4]

- Inservice training at both professional and clerical levels is a high priority need, but there should be a clear differentiation between professional and paraprofessional and clerical (vocational) courses for such purposes.

Recommendations for inservice training are as follows: (1) Organization and content. A two-way flow of information must be maintained among institutions of higher education and districts via the intermediate unit with continuous evaluation of course content to reflect changing needs in library personnel competencies. All programs should include training in communications and human relations; (2) Locations and modes. Inservice courses should be offered in close geographic proximity to areas in which there is need for such training. Possibilities for television courses to make such training more accessible should be explored. Training might be through district, county, or state workshops, or through colleges and universities; and (3) Training levels and financial recognition. Increased competencies of library personnel at all levels, as the result of inservice courses, should be recognized by salary schedules appropriate to each group.

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[4] In making more detailed delineations of functions to be filled by a support staff, the committee identified such positions as graphic artist, processing clerk, clerk-typist, acquisitions clerk, and audiovisual technician. In addition, the committee acknowledged the need in some decentralized situations for professional specialists in research, subject-matter fields, and the production and use of various types of instructional media.

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DEVELOPMENT OF MEDIA PROGRAMS: DISCUSSION GROUP

Chairman and Discussion Leader: ROBERT E. MULLER

Discussion Leader: MARGARET S. SARAFIAN

Discussion Leader: JOHN S. KEENE

Recorder: SUE FANTON

Recorder: MARY J. HOFFE

STUDY GROUP MEMBERS: Marion Archer, Kathryn Bell, Melvin Bernasconi, Madge Ebright, Alice Frederick, Marcus Gold, Wanda L. Jacobs, Leslie H. Janke, H. Lester Nichols, Roberta Ormaas, Deloris Prior, Vivian B. Stallkamp, Jane B. Sterling, Ralph C. Taylor, Gulla Ullensvang, Lillian M. Watkins

Chapter 6

DEVELOPMENT OF MEDIA PROGRAMS

Recent expansion of knowledge and of needs for the use of that knowledge demands much of education. This fact is reflected in the current, increased emphasis upon educational programs that stress the individualization of instruction, including self-instruction (some of it automated), all of which lean heavily upon the school media program. A superior school library or educational media center is thus more essential than ever.

Educators should continuously evaluate media programs in terms of both immediate and long-range goals to insure that growth and improvement proceed along anticipated lines of planning. All such planning must be based on the cooperative efforts of the administration, the teaching and support staffs, and the board of education. Balance and flexibility should be sought in the plans that result and they should reflect the unique requirements of the particular situation in which they were developed.

Long-range plans, especially, should show recognition of the fact that excellent media programs must reflect a continuity of growth in all areas: materials, personnel, facilities, and equipment. Teaching and learning resources should not be static; they should be capable of meeting new demands growing out of educational change.[1]

Several specific suggestions concerning the employment, assignment, and functions of media personnel have been generally agreed upon:

- The media center staff itself should consist of an adequate number of qualified media specialists and non-certificated staff who have sufficient time to select and organize materials and to plan and implement on-going programs of service, resources, and instructional assistance. Media specialists should not be regularly assigned other services or duties; neither should they perform any other functions while on duty. If they are expected to work a longer school year than the regular teaching staff, additional compensation should be provided at the regular contract salary rate.

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[1] Adapted from Standards for the Development of School Library Programs in California, Presented by CASL and AVEAC (CASL Publications: 1967), p. 1.

- The size of the media center staff should be directly related to the scope and depth of the educational program of the school. Competent, professional media personnel with faculty status are important in providing good educational materials services.

Several questions, posed in advance, were used to focus consideration on this topic:

1. Where should a school district start in determining the essential components for a school library program which provides total service?
2. What initial steps should a school district take to insure achieving a superior school library program?
3. How can representatives of communities be involved in promoting and planning necessary support for a school library (media) program which provides total service?
4. What are the sources of funds a district may seek as support for essential components of such a school library program?
5. How does a media specialist support teaching and learning?
6. What does school library research imply for developing media programs?

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The Librarian's Dilemma

By SARA KRENTZMAN SRYGLEY
Professor, Library School
Florida State University
Tallahassee, Florida

Two presentations, each quite different, yet related in purpose, examined the role of the school library or instructional materials center and of the personnel attached to it. In this first presentation, Mrs. Sara Srygley, of Florida State University, emphasizes the essential responsibility of the educational media specialist to the support of teaching and learning. She calls for a reassessment of education and of the uses of new technology in aiding the achievement of its aims. As always, the matter of providing enough well-trained professionals to care for these assignments is of central importance.

In past years we have made some wonderful claims for school materials programs. As long ago as 1959 we said that the school library has been and will continue to be flexible in its program of services and in the scope of materials of communication contained in its collection, and that it meets the changing needs of the school which it serves. We also said that the new technology can and should affect the materials and services of today's school libraries.

We have said much more. We have claimed that services, not words, portray the image of the school library, and that the library, through provision of materials that go beyond the requirements of an instructional program, can result in more effective teaching with concomitant achievement and development of students, both personally and academically.

For the first time in this country, in the 1960's we have had thrust upon us the opportunity to prove these claims. Reassessment of education by professionals and the general public, technological development, cultural demands on and in society which have made us aware of the individual differences in children and young people, and a massive program of federal aid to education have created the possibility of developing more realistically the programs we have envisioned.

These very opportunities, however, while giving us the chance to develop the things we have been striving for, have created problems for us.

Reassessment of education. Increasingly, the general public as well as professional educators are taking part in conferences and institutes. They are reading the increasing numbers of books and listening to television programs dealing with serious considerations that we once thought of as only professional problems. All of these things challenge some of our most cherished convictions.

Legislation. It seems to some of us that too much of our time is taken up with writing and evaluating proposals, and planning how to spend the money that is suddenly available.

Sara Krentzman Srygley

New technology. The new technology is not affecting just the newer media, but also, through new printing and production methods, the very books we use. Electronic devices are encouraging revolutionary programs and practices when we've not yet provided adequately for the technology of the old ones.

Progress brings problems, and in attempting to solve these problems, it is important to be sure that the solutions to them bring progress. Problems and progress have any number of relationships with each other, but the nature of growth and development demands that as problems are solved, their solutions create more problems.

We have this year at the national level the great opportunity of having the specialized interests in educational media work cooperatively to plan and support a program of mutual concern and interest. The efforts of AASL and DAVI to produce media standards as educational goals in this country deserve our full attention and support. This is no easy task. We are challenged to plan as professional people, not promoting vested interests, but squarely facing the tremendous responsibility of providing media centers to support teaching and learning, here and now, as well as for tomorrow.

The dilemma suggests the importance of professional leadership in media programs today. We are challenged to think of ways to work with administrators, teachers, and general and special supervisors in the curriculum so that media centers truly support instruction. However effective or important each of us may have been professionally in the past, this year challenges us to be more so.

Much of the current professional literature concerned with necessary changes in American education and with the application of technology to our educational problems is remarkably silent regarding the specialized educational personnel required. The whole concept of who will do what and how it will be done is rarely touched upon. But solving the problems is dependent upon people; specialized, qualified personnel in sufficient numbers to assume the responsibilities.

Media personnel must get into the mainstream of education where teaching and learning take place. To see that all published and produced materials of quality are available to children and young people there must be specialists who know how to make this possible. We must have trained personnel to give leadership in building fine collections of media and the equipment to make the media useful. A national assessment is inescapable, because there will have to be a more scientific accounting of the value received for the greatly increased funds available. For all of these reasons media personnel must know enough about teaching and learning to be respected by educators. A materials specialist needs to be considered a specialist in teaching and learning, an effective guidance specialist, and must develop the competencies which can be used effectively by those involved in the educational process.

We must interpret these needs and demonstrate in what we say, do, and are, that media specialists play a significant role in the educational process. The time is now, and the chances are good that we can achieve the goals we set professionally.

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Research in the School Library Field

By ED A. WIGHT
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Berkeley

The relatively limited amount of research in the school library field is mentioned next, in Dr. Wight's presentation. He calls special attention in a carefully prepared report to the contributions of emerging bibliographic control programs (and especially of ERIC--The Educational Research Information Center) and their promise in bringing order and assistance to the field.

The flood of publications in the field of education has now reached the point where it lacks bibliographic control. Librarianship, like the broader field of education, is increasingly interdisciplinary; its literature requires a depth of subject analysis that often is not represented in traditional products of library cataloging and classification. Furthermore, for rather obvious reasons, most of the published writing in the school library field, as in other areas of librarianship, cannot be characterized as research. The school library is usually inadequately equipped with the bibliographic apparatus necessary to identify research studies in areas pertinent to the varied needs of students, faculty, administrators, and others with research interests; and, if and when identified, the collection of specialized research reports is likely to be inadequate.

EDUCATIONAL RESEARCH INFORMATION CENTER (ERIC)

The nearest approach to a breakthrough in availability of the results of educational research in our generation is a "happening" called ERIC (Educational Research Information Center). When the federal Cooperative Research Program was funded, in 1956, one of the problems encountered was how to bring the results of its research to the attention of persons who could use it effectively. Conventional measures were used until ERIC became operative in the fall of 1966. At that time, twelve external (i.e., external to the Office of Education) clearinghouses were announced, each of which was to specialize in educational research materials in a particular area. UCLA, for example, is now a center for research materials on the junior college under the ERIC program; the

University of Minnesota has recently been designated a center for librarianship research.

Briefly, each center operates in the following fashion. Beginning with reports of research sponsored or funded by the Office of Education, each clearinghouse acquires two copies of research reports in its designated field. Each report judged to contribute something of value to its field will be processed, the text being recorded on punched tapes for computer input. This input data includes the usual type of cataloging material, except that no traditional class notation (Dewey or Library of Congress, for example) is used. Instead, a relatively large number of descriptors (subject headings) are assigned and an abstract of about 200 words is added. Tapes and documents then go to the ERIC center where the taped material is fed into computers. Each month, a volume of this bibliography of educational research material is issued. There are four separate indexes, of which the author and subject ones are likely to be most useful. The first monthly number was dated November, 1966. The domestic subscription price is $11 per year; it may be ordered from the Superintendent of Documents, Government Printing Office, Washington 20402.

Finally, copies of each research report may be ordered, either in microfiche form (4" x 6" transparencies), with each such sheet having a capacity of about 60 pages and selling for about 50¢, or in hard cover, which is considerably more expensive. Publication and sale of the copies of research reports are handled by EDRS, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

RECENT RESEARCH

Some recent research will be briefly noted.

Mary V. Gaver's[1] study, "Effectiveness of Centralized Library Service in Elementary Schools," had for its purpose the development and application of instruments for the evaluation of the three types of library services available in elementary schools: (1) classroom collections, (2) central collections from which materials are provided to teachers, and (3) school libraries. Measures were developed for and applied to five specific areas: (1) the collections, (2) accessibility of resources and services, (3) library-related activities, (4) library skills, and (5) amounts and quality of reading based on pupil purposes and interests in reading. Data were collected from each of two school systems. In all except the last measure, the data favored the school library. (Of special interest are the 14 appendices, covering 123 pages of the published report.)

Mehit[2], in a doctoral dissertation, studied the effect of the type of library service upon book utilizition by sixth graders. The study was carried out in six elementary schools in northeastern Ohio, each providing library services in the form of (1) classroom collections, (2) central libraries, and (3) a combination of the two methods. Over a short period, when special records were kept of the pupil use of books, no significant differences in the number of books used per student were found.

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[1] Mary Virginia Gaver, Effectiveness of Centralized Library Services in Elementary Schools, 2nd ed., New Brunswick, Rutgers University Press, 1963. 268 p.

[2] George Mehit, "Effect of Type of Library Service Upon Utilization of Books by Sixth Grade Pupils in Selected County Elementary Schools in Northeastern Ohio," Ed.D. dissertation, Western Reserve University, 1965. 206 pp.

A comparative study of two methods of teaching "the use of books and libraries" was made by Moffett.[3] Method one consisted of a twenty minute introduction to a large group of students, followed by a thirty minute televised illustrated lecture prepared for the purpose; the second method used regular large-group lecture methods. Each used the same assignments, problems, and tests. No significant differences in student achievement were found; however, the TV method was more economical.

Snider[4] studied the relationship of the ability to use library skills to performance in college as measured by the college grade point average. He found, in general, that the relationships were positive, consistent, and relatively strong (for overall grade point average and ability to use books and libraries, +0.57; for high school standing, +0.47).

A study by Galloway[5] of the reviewing of juvenile books in eight journals and newspapers, with special regard to their usefulness as selection aids for school libraries, found that in the year studied only 73 per cent of the juvenile trade books listed in Publishers Weekly were reviewed in any of the eight leading review sources. Only 14 titles were reviewed in all, and only two of the reviewing media included more than half of the titles published.

The teacher, principal, and school librarian differ significantly in their perceptions of the school librarian's status, preparation, and function, and each group would place a different stress on school library functions in an expanded library program, according to Olson's[6] study.

Totten's[7] study attempted to analyze and evaluate the use of various educational media in accredited library schools. He concluded that the basic media are available in the library schools but that the provisions for inservice education in their use are weak.

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[3] Thomas K. J. Moffett, "A Comparison of Two Methods of Familiarizing Students with Library Methods and Materials," Ed.D. dissertation, University of Florida, 1965. 103 pp.

[4] Felix E. Snider, "The Relationship of Library Ability to Performance in College," Ph.D. dissertation, University of Illinois, 1965. 215 pp.

[5] Mabel L. Galloway, "An Analytical Study of the Extent and Nature of the Reviewing of Juvenile Books in Eight Journals and Newspapers with Special Regard to Their Usefulness as Selection Aids for School Libraries," Ed.D. dissertation, Columbia University, 1965. 148 pp.

[6] Lowell E. Olson, "Teachers', Principals', and Librarians' Perceptions of the School Librarian's Role," Ph.D. dissertation, University of Minnesota, 1966.

[7] Herman L. Totten, "An Analysis and Evaluation of the Use of Educational Media in the Teaching of Library Science in Accredited American Graduate Library Schools," Ph.D. dissertation, University of Oklahoma, 1966. 190 pp.

OLD CROW
The Unsinkable
MOLLY
BROWN
RECORD
STU
BOOK
STUDE
FILM

Guidelines

The group discussing the topic, "Development of Media Programs," sought to identify appropriate program guidelines when essential components were present. There was general agreement that school media programs ought to be integral, not supplementary, to the school instructional program. It was believed that most goals which are part of an instructional media program can be stated as sharply defined, specific, behavioral outcomes. This exercise in formulating specific behavioral outcomes accomplishes two things: (1) it compels identification of the specific elements which must be manipulated to achieve the intended behavioral outcome, and (2) it facilitates measurement, with some objectivity, of its degree of achievement. A course of action, or a series of steps, must be planned to reach the behavioral outcome. This series of steps must be inventoried to identify those which are not presently occurring, but must be made to occur, if the desired behavioral outcome is to be achieved. Presently existing steps must be sequenced as well as steps yet to be completed. Finally, all incompleted steps must be carried out.

FINDINGS

This committee chose to fulfill its assignment through the process of stating several important behavioral goals related to the contributions of instructional media to the achievement of various educational purposes. Each such statement was accompanied by examples of activities that might be related to its achievement, as follows:

- Behavioral Objective: To stimulate intellectual curiosity and independent study habits.

  Examples of techniques for achieving this goal:

  1. Provide activities which will assist in developing the abilities to listen, view, and read critically.
  2. Provide practical experiences in locating, comparing, classifying, and evaluating information.
  3. Introduce information in a variety of forms and ways (films, filmstrips, recordings, computers, and others) in order to appeal to students through a variety of sense channels and to overcome certain handicaps to learning (such as poor reading ability).
  4. Guide critical discussions of materials selected by students to assist them in solving problems.

- Behavioral Objective: To develop high interest by teachers and administrators in improving school media resources and services.

  Examples of techniques for achieving this goal:

  1. Establish and utilize faculty advisory committees at the school level.
  2. Provide inservice training in areas of multi-media preparation and use.

3. Devise practical ways of achieving better communication in all aspects of the school program.

4. Develop a statement of educational tasks to be planned and performed by the administrators, teachers, and library staff.

- Behavioral Objective: To devise ways to help students become increasingly discriminating and effective in their use of instructional materials for personal, social, and vocational guidance.

  Examples of techniques for achieving this objective:

  1. Guide group discussions of personal and social problems, using a variety of appropriate media.

  2. Prepare annotated bibliographies of materials about vocational problems which are of interest to many students.

  3. Devise ways to challenge gifted students to pursue independent studies in depth.

  4. Offer programs to guide students in the appreciation of the fine arts and to direct their attention to creative uses of leisure time.

  5. Read selections aloud to help bridge the gap between books the students can read for themselves and those that may interest but are too difficult for them.

- Behavioral Objectives: To introduce students to community libraries and to cooperate with those libraries in continuous efforts to encourage the regular pursuit of knowledge and cultural growth.

  Examples of techniques for achieving this objective:

  1. Encourage students to participate in summer reading clubs.

  2. Encourage teachers to plan with public librarians in the preparation of bibliographies.

  3. Prepare a set of directions for teachers to use in making assignments, including forms for requesting materials. (These can be used with both school and public librarians.)

  4. Plan with public librarians for exchange visits to improve utilization of materials which will foster the search for knowledge.

  5. Call pupils' attention to programs offered by the public library which feature displays and speakers from other countries and outstanding community leaders.

  6. Plan with public librarians to share the visits of authors and illustrators.

  7. Inaugurate joint-use studies to assess actual student needs and uses at the community level, thus providing data concerning present and future needs of school and public libraries.

RECOMMENDATIONS

In planning to develop effective media programs to achieve behavioral outcomes such as those just enumerated, provisions must be made for the following:

- Involvement. Goals are most likely to be reached if they are supported by the people whom they affect. This support will be forthcoming if the goals are oriented to the real and recognized needs of a person or a group, such as students, staff, community. Involvement also means giving responsibility to, and getting participation from, all human components in the instructional media program. Involvement is a multiplier of available time, energy, and knowledge.

- Communication. Formal and informal channels of communication must be provided. The media specialist must then make certain that communication does flow along these channels. This flow is, to some degree, a function of the media specialist's rapport with staff and students and his sensitivity to their wishes and needs.

- Feedback, Reassessment, and Readjustment. A continuing process of feedback and readjustment must be built into the plan of achieving behavioral outcomes. This is simply a provision for checking to see that progress matches plan, and that subsequent adjustments in the steps to achieving outcomes are made as required.

- Publicity. Progress, final outcomes, and problems must be publicized. Active publicity provides coordination and liaison to staff, students, and community directly concerned with any given goal.

ORGANIZATION AND MANAGEMENT OF SCHOOL MEDIA PROGRAMS: DISCUSSION GROUP

Chairman and Discussion Leader: MILDRED P. FRARY

Discussion Leader: BRUCE M. CRAWFORD

Discussion Leader: ERNESTINE RUNNER

Recorder: MAXINE WESTON

Recorder: ADALEEN J. FALLTRICK

STUDY GROUP MEMBERS: Sister Mary Alma, Colette Brinkman, Rose Mary Colligan, Mary Jo Freeman, Robert O. Funk, Robert Gerletti, Walter H. Harris, Roy C. Hill, Sachiko S. Ishida, Hilda McCartney, Carolyn Meier, Francis W. Noel, John H. Nutley, Lenora B. Pratt, Helen R. Sebby, Barbara Skaggs, Eileen M. Vincent

Chapter 7

ORGANIZATION AND MANAGEMENT OF SCHOOL MEDIA PROGRAMS

Materials to guide discussion and examination of the topic, "Organization and Management of School Media Programs," emphasized much that reflected the theme of the Monte Corona Conference:

> Services, not words, portray the image of the school library. The school library is a materials center, an instructional materials center, an instructional resource center, or any of the equivalent terms now springing into existence. In like manner, the school librarian is a materials specialist or an instructional resource consultant. School library and school librarian have been used in these connotations throughout this book,[1] but in a richer sense as well. For the school library, through books, films, recordings, and other materials, goes beyond the requirements of the instructional program and unfolds for the many private quests of children and young people the imagination of mankind.[2]

The further key importance of the school library, or educational media center, was expressed in a California publication:

> Never before has the school library been so needed as it is today, with societal and educational changes constantly making new demands upon it, requiring an ever wider variety of teaching and learning resources. These resources can and should be provided by the school library as a constituent part of the total educational program, at all grade levels.

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[1] *Standards for School Library Programs*, Chicago, American Library Association, 1960, p. 13.

[2] *Ibid.*, p. 13.

Specific needs and expectations necessarily vary with the type of educational institution of which the library is a part, but in all cases the school library should function as an essential component of the educational system.

To be successful, the school library must have the cooperative recognition, understanding, promotion, and support of all segments of the total instructional program. It is dependent upon the community and the governing board for active endorsement and financial support, upon librarians and other administrators for planning, developing, and implementing the library program, and upon teachers and students for understanding and using the library as an integral part of the curriculum. In return, the school library should supply enterprising, realistic, and dynamic support for the total educational program.[3]

Discussion sessions for the topic, "Organization and Management of School Media Programs," were organized around the following questions:

1. What administrative decisions must be made to implement a good school library program? On what bases should these decisions be made?
2. By what means can administrators insure that their school libraries serve optimum roles in the instructional program?
3. How can an excellent, on-going program of school library utilization be maintained in the face of today's personnel shortages and changes?
4. What elements, factors, or criteria should be considered in evaluating an comprehensive school library program?
5. What factors not yet generally recognized will affect the future organization and management of educational media programs?

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[3] Standards for the Development of School Library Programs in California, Los Angeles, California School Library Association, 1967, p. 2.

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The Library Function Redefined

By C. WALTER STONE
Director of Libraries
University of Pittsburgh

In this speech condensation, Dr. C. Walter Stone examines ways in which library functions are being changed to accommodate recent expansions of communications technology, both electronic and print. "Substantial reorientation of the work of most librarians will be called for," he maintains. Several new classes of personnel will be needed, as will improved facilities and ways of assimilating and managing the growing output of the world of knowledge.

For years we librarians have fretted about our responsibilities for providing audiovisual materials and the so-called newer media. But now, when the newest of the media can become obsolescent overnight, such concerns are antiquated and are being replaced by more meaningful questions about how learning takes place; how people, regardless of age, interact with ideas in various surroundings and circumstances; and about the cost and very practical problems of handling knowledge, regardless of the forms in which it is presented.

My purpose is to report on some changes taking place, both in libraries and communication methods, which are redefining the library function, and which will substantially alter the nature of our professional task in the future. As for that task, I think there is no more important work to be performed for the general benefit than that of managing the availability and flow of recorded ideas and information. This is what librarians do, and this is what progress in every sector of human and work relationships requires if there is to be progress. It depends, then, upon our integrity and efficiency in the library effort to move our society forward.

In recent years I've come to believe that the library function is too important in society to be entrusted solely to librarians, even when limited to service with print. It is too important to trust to any single professional communications group. By "library function," I take into account the revolution in communications services which indicates that within a few years we will have electronic and mechanical communications marvels with capabilities far exceeding any presently known.

C. Walter Stone

Because of the new technology it seems unlikely that future communications and information services will need to be much concerned with either the input or output of most messages. Transmission of messages can be virtually instantaneous, and printed media may well be by-passed except when a temporary record is needed. As increasing reliance is placed on larger and larger data banks stored in remote computer cores, the more traditional library and publishing function will come together for customized electronic delivery of encyclopedic information, medical diagnosis, financial analysis, remote instruction, and management guidance. Access to the remote data reservoirs will be achieved with individual computer terminals.

All of this means that the future will call for some new library institutions, no longer concerned with supplying specific media as such, but with providing access to all recorded forms of knowledge and communications services, to be drawn from data banks stored in electronic memories or new microforms, searched out, retrieved, transmitted, and/or reproduced as required.

Acceptance of this or any similar view of the future probably requires a substantial reorientation on the part of most librarians and calls for an unusual willingness to acknowledge the need for professional evolution across the board in libraries, library schools, and the library profession, as well as in all professions serving schools and colleges with communications resources. In the future, the competence of those performing the library function will not be determined in terms of specific media backgrounds, but in terms of broad subject mastery and communications expertise. Several new classes of personnel will be needed to manage library services, including specialists in communications content analysis, production packaging and evaluation, systems design analysts, and dynamic distributive program administrators; all thoroughly familiar with the ways in which recorded knowledge can be acquired, stored, retrieved, distributed, and used for maximum effectiveness.

With the shift to a materials oriented operation concerned with knowledge as such, the old library cliché of "books are basic" no longer applies. There should and will, of course, be places in libraries to enjoy the world of books, but somewhere between the nostalgic librarian bibliophile and the rather more antiseptic personality who prefers the blinking lights of the computer is a realist, who, in future libraries, will develop and establish new service programs to make available both traditional access to books and the modern mechanized information storage, retrieval, and transmission facilities.

Improved facilities are needed urgently. The knowledge explosion and related information handling problems acknowledged so widely in recent years did not come upon us suddenly. More than two decades ago it was noted that libraries do not grow in size arithmetically but tend to follow a parabolic curve. Libraries located in better American universities have doubled in size approximately every 16 years since 1830. Library doubling results from the rates of publication, and the experts have estimated that as much new technical knowledge may be generated and recorded in the next 30 years as has been accumulated in the entire past history of mankind. Thus, we realize that with more knowledge than all that has been produced to date, it may well have to be distributed in non-traditional forms and formats. Production of books, journals, motion pictures, and such, will continue in the future, and at an accelerated pace, but such products will of necessity be outstripped by newer means of generating and storing knowledge. No library in the world could ever hope to attain, store, and make available in any organized manner even a significant fraction of civilization's printed records, not to mention the growing and truly staggering volume of newer communications records which will be published in non-print form.

But the information problem is not caused only by the massive weight of recorded knowledge. There is another important problem, created by the terms in which most librarians describe jobs, plan rooms or buildings, and train and use personnel. In other words, how we define the library function. The challenge which must be put to all of us concerned is that of assuring continuing and easy access to recorded knowledge, regardless of its rate of growth, mountainous proportions, or variety of form. Because the responsibility for doing this job lies with those who perform the library function, librarians should take into account such a proposition as Ray Carpenter's, at Pennsylvania State University. To paraphrase:

> If the most important interrelationships which exist when the library function is performed are those which help attain a productive proximity between knowledge and those to whom the availability of such knowledge is essential; then, in the long run, it will prove more efficient and effective to move information to people than to move people to information.

A proposition of this sort has major implications for library services and for recruitment and training of library staffs. Proposals for expansion of so-called "mail order" library service to homes and offices, greater use of book catalogs, telephones, and the postal service are all early steps in this direction.

A definition of the library function which appears to reconcile a good many of the planning and jurisdictional problems we have suffered in our profession in the past is:

> Performance of the library function means the conscious interruption, as a unique, distinct, professional contribution, of the total stream or flow of recorded ideas and information; then, the selective drawing off of manageable amounts for storage, later retrieval, and distribution to individuals or groups in whatever media, forms, or formats may be required and are appropriate to satisfy now or anticipated needs; and then, advising concerning the availability and use of such materials; and the exercise, on behalf of producers as well as consumers, of both feedback and critical functions about the communications resources provided.

Defined this way, the library function cannot be recognized very well if it is pictured simply in traditional terms of rooms, or libraries, buildings, staffs, and materials. Rather, it represents a dynamic, decentralized process, better conceived of as a set of communications networks, or systems and sub-systems, which will harness all types of modern technology, and may cross language as well as geographic barriers.

By 1975, assisted by modern technology and administered as new institutions, there will be several new types of communications service agencies, with broad responsibility assigned for acquiring, producing, and making available not only the world's literature in print, but also the full record of society as recorded in other media. Another factor to be considered is the growing emphasis on the library as the student's chief instructional home.

These possibilities have already been explored in a few institutions, and they suggest development of several new types of academic and community institutions. They may, as single new units, and using coordinated arrangements, pool their talents and facilities to devise new communications services capable of being operated within local and regional economic restrictions, and render the full variety of services needed, including production, distribution, training for youth, evaluation, and research in a communications information service area. They may also work with schools on either a contractual or sub-contractual basis, be established by state agencies, or by other sources.

But simply because we, as librarians, are now coming to see our problems in terms formerly used only by systems analysts, the bibliophile and his room full of books are not outmoded. On the contrary. The last quarter of the twentieth century must, in library terms, be anticipated as the age of both manuscript and facsimile, paintings and electronic display, of some individuals browsing leisurely among books and others doing detailed and virtually instantaneous searching and analysis by computer.

How, then, may the library function be carried forward in the libraries of the future? It will probably be less and less necessary to have all the pieces of a library program situated in one place, so long as the program parts can be linked together in networks and the resources of each part deployed to support overall library services systems. The library of the future is not wisely conceived of as a place at all, but rather as a network composed of units of various sizes and types, each of which may perform similar as well as different functions, but all linked together electro-mechanically. Within the system at any one time will be vestiges of the past service programs we all know, as well as avant garde approaches due to use of new communications technology, including telefacsimile, high speed voice transmission, electronic carrels, connections to time-line, time-sharing computers, and others.

Less dramatic technically, but no less important to library planning, will be adoption of new book storage techniques employing more compact shelving arrangements. For instance, if neither the physical book nor its contents must be placed in special arrangements on shelves to assist their location, a library's capacity can be multiplied more than three times. More libraries will share common storage facilities, and more cooperative units to house materials used heavily by a number of institutions or groups will be established.

Cooperative planning for specialization in purchasing and provision of information services will increase, as will establishment of special centers for joint processing of books and other materials and for provision of bibliographic information.

The Library of Congress presently catalogs only about 50 per cent of materials of interest to universities, and as yet does not have an adequate subject index to its catalog. The high cost of processing library materials, which often doubles the purchase price, will force increasing cooperation among all kinds of libraries. Assuming real bibliographic enterprise and initiative, there is hope that some day many larger libraries will do without card catalogs, but first there must be available adequate author-title-subject indices to appropriate accumulations covering the 40,000 book titles issued each year, excluding periodicals and reports.

The library function in the late 1970s, and after, will make extensive use of micro-text forms. Those presently available, and those still on the horizon, make theoretically feasible a fantastic reduction of physical space required for storing the world's knowledge. However, it may still be cheaper to build cold storage facilities for books than to pay even present costs of converting to microfilm all of the materials on hand in major libraries.

Libraries do not yet have available pocket readers into which truly high density micro-materials may be inserted to render them readable. Nor has the stage yet been reached when all library functions can be performed by new generations of computers operating hundreds of remote terminals in an on-line, time-sharing fashion. Furthermore, when such systems do become available they will not stand up well alone; hence, the library of the future will be composed of printed materials and computer storage units with a broad range of new media in between.

Library programs of the future will be affected in major ways not only by the instructional revolution, but by other factors not yet generally recognized. Long before 1975 more than 60 million persons will be enrolled in formal education courses. School and college libraries must become very different places. One-at-a-time publishing from scientific and technical materials stored in non-book form will create a revolution of sorts, and has already led to some of the major legislative problems relating to the copyright law. It is important to keep in mind that the communications revolution promises us the means to deliver information without time-lag from central storage areas to decentralized locations, with a communications technology standing by capable of transmitting information on a world-wide basis at a price which can be afforded.

ROAD BLOCKS TO THE FUTURE

A few problems which seem national in scope and may well act as blocks on the road to the type of library program we have been picturing, are:

- Lack of money. Even the new federal bills proposed for support of education libraries are deficient, and no other means have been inventoried.

- The continuing failure of the U.S. Office of Education to exercise leadership and to establish and maintain a stable program for supporting new media research and demonstrations sponsored by libraries and others.

- The presence of some persons in education and research organizations who engage in media research as grantsmanship from which material advantage and/or prestige may be derived.

- Too many professional programs which are gadget rather than problem oriented.

- Funds to support both library education and media institutes which are too often used to pay consultants.

- Questionable benefits toward real improvement in teaching and learning have resulted in too many cases from commercial pressures for legislation, government operation, and local purchase of instructional media. These pressures have been stronger than ever in recent years and have yielded immense profits to publishers and audiovisual equipment manufacturers.

- The potential for high project visibility for the Foundation, which still tends in some cases to be an important factor in Foundation funding, even though researcher's progress reports may indicate other results.

- The potentials of computer-assisted instruction, while rich and promising, have been overrated at this point in time. Computer-assisted testing is probably more realistic at this time.

RECOMMENDATIONS FOR ACTION

What, then, can and should be done to help develop library programs to serve the complex world of the future? A few recommendations are presented:

- New kinds of training should be offered. Professional education must be revised radically to recruit and train the new personnel needed. Stronger preparation in the synthesis of social sciences concerned with communication, including psychology, sociology, social psychology, anthropology, and linguistics is needed. Full undergraduate and graduate curricula aimed at producing the several levels of required personnel, as well as new advanced study programs in broad areas of communications, arts and sciences, systems analysis and control, principles of administration, and providing opportunities for training specialists and paraprofessionals in media production and arts and crafts must also be developed.

- The library profession needs more adequate representation of new media interests in the American Library Association. Specialists within ALA and AASL could study developments in the field, keep the profession advised, and counsel with individuals and groups developing improved local and media service arrangements so that they are consistent with future plans.

- A national communications service agency should be established outside of the framework of the present Federal Communications Commission and independent of the Office of Education. Such an agency is needed urgently to foster both educational communications services and research programs, and to assist the work of other organizations, both public and private, who are now or likely in the future to become significant sources of production, distribution, and/or storage of public communications resources. Such an agency could:

1. Assist coordination of such organizations as the National Center for School and College Television and the new Public Television Corporation.
2. Assist evaluation of educational technology.
3. Have an effective voice relating to education communications services, including the copyright laws.
4. Be asked to encourage international co-production and exchange of ideas and materials.
5. Cooperate in professional studies and education aimed at developing national curriculum approaches with implications for media use.
6. Be alert to mergers of publishing and electronics firms and their market operations.
7. Provide an effective channel for implementation of recommendations to be proposed by the President's Commission on Library Resources.

SUMMARY

In summary I would like to review the following major points relevant to the development of the library function to serve the future:

- The library function will be more important tomorrow than any given type of library or even the library as an institution.
- The concepts of media will give way to greater concerns for knowledge as such, its assessment, storage, retrieval, and rapid transmission.
- The traditional rejection by librarians of some new media developments will no longer have meaning and will disappear as a basis for intra-professional controversy.
- New training programs must be developed to equip personnel to manage new agencies and perform re-defined library functions.
- Changes taking place in the field must be reflected organizationally within such professional bodies as the American Library Association.
- At the federal, and perhaps even international, levels, a new approach to developing and coordinating educational communication and information services is needed.

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Administrators View the School Library

A panel of four individuals, all experienced as school administrators, examined the problems of organizing and administering educational media centers in modern schools. Briefs of their presentations following suggest the range of their concerns and their suggestions for improvement.

By LORNE H. BARGMANN·
Principal
Frisbie Junior High School
Rialto Unified School District

The underlying philosophy for the development of the Instructional Materials Center in the new Frisbie Junior High School is based on these factors:

- It should place emphasis on the student and his achievement.
- It should accept responsibility for availability of materials of use to teachers and students.
- It should provide many kinds of materials, related, insofar as possible, to specific instructional objectives.
- It should provide a central location for all materials and equipment to promote maximum use by all concerned.

Because teachers tend to teach according to their view of the administrator's philosophy, school administrators must share the responsibility of communicating a mutual philosophy of library or materials center use. Librarians and instructional materials personnel should not be expected to accept sole responsibility for this communication.

Velma Briggs, librarian at Frisbie Junior High School, stated in a recent paper concerned with guidelines for expansion of instructional materials center services, that a center should:

- Be open sufficient hours and be adequately staffed to achieve stated purposes.
- Provide instructional space for individualized learning.
- Provide opportunities for teachers to increase skills and knowledge in use of materials and equipment for teaching.
- Take advantage of existing opportunities, and create new ones, for utilization of instructional materials by teachers, by means of demonstrations, informal faculty seminars, displays, and announcements of new acquisitions.

In developing primary functions of a school library or materials center, it is important for the administrator to keep in mind that it is not a repository for discipline and emotional problems, group testing, or committee, athletic, and professional association meetings. Here again, the administrator must know the center's program if it is to serve students and teachers with a minimum of conflict.

At Frisbie during the past year a number of activities have been engaged in as part of the ongoing program to further the image of the library. These include travel, meetings outside of school hours, conducted tours for visitors, and encouraging teachers to use the library as often and as much as possible. Additionally, the librarian in cooperation with several teachers has created a number of publications, including (1) the Library Handbook, used as a supplement to the library orientation program, (2) a writing anthology, and (3) a booklet containing a list of recommended readings from the students' viewpoint.

Staffing is an important aspect of library function. The administrator must understand the responsibilities of the instructional materials center's personnel in order to use his influence to obtain adequate staff.

Problems still facing us at Frisbie include:

- Helping teachers use available materials effectively.
- Relating use of materials to specific objectives in the instructional program.
- Continuous communication of library purposes.
- Realization that students and teachers have first priority, then there must be provision for sufficient materials to help students and teachers attain maximum success.
- Need to keep abreast of changes in education.

An instructional materials program is only as good as the administrator and his librarian can present it cooperatively. The administrator at the building level must know the program well enough to help the librarian communicate it to the staff, as well as to the district and the Board for continual evaluation of budget, policy, and personnel.

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By JAMES S. LOUGHRIDGE
Deputy Superintendent
Folsom-Cordova Joint Unified
School District

Administrators have been slow to accept the importance of the school library (media center). Verbal and

James S. Loughridge

written acknowledgments of its importance have been given, but the majority of high school administrators have not been sufficiently convinced of the library's importance to budget and spend money for it. Under the influence of legislation and federal grants, however, we are beginning to expand our library facilities.

There are several reasons for administrators' lack of initiative in providing dollars for library needs, including (1) insufficient funds to accomplish all desired school projects and programs, (2) placement of the library in a low priority position for expenditures, and (3) lack of acceptance of the library as an important part of the educational program by students, teachers, and administrators.

The library can and should be the most important single resource in the school for improving student learning, and much of what the library is able to do depends upon the librarian. There are, of course, many aspects to the librarian's function, but among these is her relationship and responsibility to the administrator. Following are a few of the things a librarian can do to gain the cooperation of the school administrator and assist him to see the importance of the library, and to budget funds for its support:

- Keep lines of communication open with teachers and students.
- Have library objectives clearly stated and keep the administrator informed of them.
- Answer student questions.
- Keep abreast of what teachers are doing in the classroom in both academic and non-academic fields.
- Produce results with what is available; administrators will allocate more funds to a program showing results than to one which is not.
- Encourage students in non-academic fields to use the library by providing interesting materials at acceptable reading levels.
- Be continually aware that the library provides the best location in the school for improving learning, independent study, enrichment, inquiry, and enjoyment.
- Work effectively with administrators, teachers, and students, through visits, discussions, notices, tours, stories, and other indications of how they may participate.

As librarians and administrators learn to work more cooperatively with each other and gain common understandings of the goals of the school, libraries will be serving both students and teachers better. They will provide more time for individual instruction, and allow librarians to assist and support teachers to a greater extent than ever before.

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By M. JACK RAND
District Superintendent
Temple City Unified School District

Education is in a period of revolution and libraries are going through a revolutionary change. In addition to the increasing emphasis on individual instruction, the vast social and technological changes of the present day relate to and help dictate programs and responsibilities of school libraries. Federal monies which have pumped millions into school library programs, the Knapp Library Project, and other new developments have increased the public's interest and support of the use of non-book materials. What is necessary now is a school library strategy incorporating the latest in learning theory and the most recent methodologies in communication.

Some of the revolutionary changes which require that we now take another look at school libraries are:

- Survival in a hydrogen age, requiring knowledge of the world today, the ability to communicate with understanding, and the need to prepare today's students for effective citizenship in the year 2,000.
- Composition of tomorrow's world and its changing balance of race requires radical revisions in the instructional balance between Eastern and Western civilizations.

M. Jack Rand

- Knowledge explosion occurring in geometric progression requires new speed in material coverage and data retrieval by students.

Scientific and technological revolutions compound the challenge to our thinking. Our young people must be reasonably comfortable and intelligent concerning the societal environment in which they will be expected to survive.

Continuous progress for individual students, based on achievement and the management of learning rather than teaching, are inevitable characteristics of tomorrow's schools. To accommodate these changes resource centers, laboratories, and satellite centers where groups of teachers work and plan together will be developed as Instructional Media Centers to serve the following needs:

- Students at all grade levels will do their homework at school with full use of all resources.

- Audiovisual and book resources will be complemented by computers, dial access retrieval systems, and new hardware and software devoted to the educational implementation of technological advances.

- Media Centers will be open longer hours, including weekends and vacation periods.

- Intergovernmental relations will promote use of school libraries after school hours as neighborhood media centers for cultural and recreational periods.

- Adult education will be served largely through laboratory centers where adults may proceed at their individual rates in self-directed learning.

In light of such needs, the American Library Association personnel and material standards will be inadequate. Directors of school media centers will need additional assistants, both professional and paraprofessional. Higher ratios of books per child, as well as nonprint materials, will be necessary.

Proper organization and atmosphere in a media center are vital. Important aspects are:

- Reading consumption can be increased in a setting with carpeting, air conditioning, variety of learning media, and an artistic librarian.

- Children at all grade levels can be taught to use modern technology.

- Consumption of books increases with the use of other media resources.

- The learning laboratory appears to be particularly valuable to the handicapped child.

- The school librarian must be freed from non-professional tasks.

- The scientific method needs to be more fully incorporated by schools in effecting change, although latitude must be given for revision of procedural strategies once a developmental project is in process.

- Staff morale must be watched; there is no one approach to innovation.

- Leadership of the school principal and district superintendent are key factors in determining whether or not changes will take place.

- Most change is gradual and developmental; systematic planning and evaluation are essential to efficient progress.

- The quality and growth of leadership teams are major factors in achieving innovation.

- The proximity of instructional media to the classroom teacher enhances its use.

- A "systems" approach to school district management can aid systematic movement toward defined goals.

- The teacher's role in planning and decision making must be redefined to include shared responsibility and authority.

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By ARMEN SARAFIAN
President
Pasadena City College

Administrators look at the library in many ways, including the essentially superficial ones of seeing it often as the most imposing

and impressive structure on campus, as the lifeblood of accreditation, as a place into which hundreds of thousands of dollars can be poured for building needs, personnel, materials, and resources, or in terms of ALA standards, and whether the college is achieving those standards. When the administrator looks at the library, it is often in terms of self-interest as well as educational altruism.

But the library is the heart of the college, and must operate as such. At the junior college level a library must serve not only day and evening students, but often adults as well, and must satisfy a great diversity of interests and needs related to the instructional process. It is imperative that the librarian, or instructional materials leader, become the instructional and curriculum leader of the institution and play a viable, dynamic role in the curriculum and instruction pattern of the institution.

Armen Sarafian

THE ROLE OF THE LIBRARIAN

Major aspects of the librarian's role in relation to the institution and the college administration are that he:

- Must be involved in all aspects of the institution, including participating in departmental meetings, stimulating instructors and administrators in the curriculum process, and finding ways to encourage faculty to use the library.
- Should be a member of the top level policy forming groups of the institution.
- Must carry the responsibility to show a true picture of the library to the administrator, as measured against the standards set for it.
- Must be prepared to fight for what is right in library functions.
- Must be at the forefront of innovation.
- Must make certain that the total faculty is involved in the library function through communication and skills of human relationships.

- Must assist professional colleagues by (1) acquisition and distribution of materials, (2) placing materials in decentralized locations on campus, (3) participating in depth in curriculum meetings, (4) notifying faculty of available materials and of possible purchases of materials, and (5) orienting faculty and students to library use.

STUDENTS AND THE LIBRARY

Professor Carlsen of the University of Texas has described college freshmen as "distressed and overwhelmed by the sight of the university library." This happens all too frequently even at the junior college level, although high school seniors going on in higher education today are better prepared than they have ever been before. Even so, the assumption that students are fully conversant with the resources of the library cannot be made, and the library staff, in cooperation with the faculty, must find ways to help students learn how to use these resources. Toward this end librarians can cooperate with faculty members in preparation of materials and assignments, and by making sure that students thoroughly understand them.

EDUCATION AND FREEDOM

I believe we are entering an era of pressure for limitations on freedom to learn, to know, to discover, to speak the truth. Our times are a struggle between the Jeffersonian concept of faith in people and the Hamiltonian concept of faith in the aristocracy and monarchy. But by the standards set up by librarians and instructional materials people, I know that librarians will fight for freedom to learn and to know. During these times my librarian will be a key resource in helping to withstand the barrage of those who seek to control men's minds and those who abandon or do not have confidence in the democratic process. It is the librarians who must help in this recurring struggle for freedom.

Copyright Concerns

By ROBERT GERLETTI
Director, Division of
Educational Media
Los Angeles County Schools

The continuing concern of educators, authors, publishers, and producers alike with modernization of existing copyright laws was reflected, also, in the Monte Corona Conference program. Dr. Robert Gerletti's recounting of the recent history of pending legislation pertaining to this problem provided essential background information for participants with responsibility in this area.

The first copyright statute in America was enacted in 1790. This law concerned only maps, charts, and books, and remained relatively unchanged until 1909, when it became essentially the current law, although minor revisions were made in 1946. Both the House and the Senate have been working on revisions of the copyright law during the last two years, with the assistance of an ad hoc committee composed of 35 educational organizations, including the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association. Harold Wigren, television consultant for the National Education Association and chairman of the ad hoc committee, is largely responsible for the great strides being made in the current copyright revisions.

Robert Gerletti

Some of the major problems the ad hoc committee, the Senate, and the House must face in drafting the revised law are that:

- It must serve the public interest.
- It must provide freedom and protection for authors who create copyrightable material.
- It must identify the rights and responsibilities of teachers to make knowledge available in the public interest.
- It must serve copyright concerns for both the present and the future.

THE CHANGING CHARACTER OF TEACHING AND ITS RELATION TO THE PROPOSED COPYRIGHT BILL

During the past several years there have been changes in the nature and character of teaching and learning and in the way materials of instruction are utilized, with increasing emphasis on small group and individual instruction. Education is becoming an endeavor in which students are provided opportunities, through use of materials, to discover, to make generalizations on their own, and to think critically. The growing emphasis is on self-directed, informal, unsystematic learning activities, and teachers want and need to have materials available for individual children.

Consequently, educators should be greatly concerned that Section 110(2) of the new copyright bill rules out individual and independent uses of materials by students, equally important as teacher uses of such materials. One of the most rapidly growing developments today is the dial-access system. The proposed bill makes use by such systems of copyright materials illegal when transmission is controlled by students rather than by teachers.

Education requires that:

- The new copyright law support, rather than thwart, the use of the new technology in the schools.
- The new technology not be frozen before we know what patterns of use will eventually evolve.
- Students be able to use the new technology as freely as teachers.
- Materials be readily accessible without delays or cumbersome clearance procedures.
- Teachers have reasonable certainty that a given use of copyrighted work is permissible.
- Teachers who innocently infringe the law be protected.
- Teachers be allowed to teach as creatively as they know how.
- The doctrine of fair use be extended to use of computers and automated systems.
- The "not-for-profit" principle now embodied in the present law be endorsed.

COMPUTER USES AND THE COPYRIGHT LAW

The position of the Ad Hoc Committee of Educational Organizations and Institutions on Section 110(2) of the new copyright law is as follows:

- Computer input is not "use," and should be exempt from copyright. It does not differ from arranging books on library shelves for subsequent use.
- A computer program (i.e., instructions to the computer as distinguished from the substantive data stored in it) should not be subject to copyright.
- Computer output may or may not fall under fair or other exempted use. An organized means of access and/or payment will be needed for such use as may not fall under such use.
- The ad hoc committee proposes that a statutory Federal Study Commission be created under the copyright act, charged to make recommendations, within a specific period of time, for periodic reassessment of copyright questions generated by the computer.
- The restriction of computer usage to classroom use runs contrary to the trend of modern education to eliminate limitations imposed by classroom use. The practical effect of Section 110(2) is to destroy any exemption for computer-assisted instruction.

CLEARINGHOUSE OR STATUTORY LICENSING SYSTEMS AND THE COPYRIGHT LAW

Educators fear a clearinghouse will:

- Tend to erode fair use.
- Not be mandatory on all copyright owners.
- Not cover all types of materials.
- Be subject to escalating fees.
- Be difficult to administer.
- Exlude representation of user interests in the control of the systems.

To be acceptable, a clearinghouse must, therefore, meet several criteria:

- It must be over and above, not in lieu of, fair use.
- It must be mandatory on all copyright proprietors.
- It must cover all types of materials.
- It must be free from administrivia.

It does not matter what the present law permits or does not permit. What does matter is what the new law should permit.

Guidelines

The discussion group concerned with the topic, "Organization and Management of School Media Programs," approached the problem with a point of view that any such programs should be integral, not peripheral, to the principal concerns of instruction.

FINDINGS

The findings of the discussion groups centered upon four areas of chief concern to participants, as follows:

- Administrative decisions which must be made to implement a good school media program require study of: (1) the extent to which the media center will become the core of the school instructional program, (2) the objectives and philosophy of the media center program to be recommended for board adoption, (3) the projected pattern of operations, including the essential components of staffing, facilities, services, and budgets, (4) the sources of support and the need to restructure budgets for media services, (5) the extent to which the administration is committed to implementing and supporting the media program, (6) the need to delegate responsibility for leadership action, and opportunities, and (7) needs for continuous communication and progress reports.
- Ways the school administrator can insure that his school media center plays an optimum role in the instructional program. It was stated he could do this by: (1) acting as a catalytic agent and facilitator, (2) encouraging and nurturing probing in all directions, (3) encouraging total involvement of pupils,

staff and community, (4) disseminating information about the media center's activities, (5) interpreting objectives of media center to staff and community, (6) encouraging continuous evaluation of the media components, (7) establishing field testing techniques to promote innovation in the program, (8) providing inservice training to demonstrate, explore, and create, (9) alerting himself to federal, state, and private funds for media program development, and (10) including the librarian/media specialist in all phases of the planning of the program.

- *The on-going program of media center operations that must be maintained in the face of personnel shortages and changes.* The following alternatives were identified: (1) matrix-type staff organization (an assessment of skills, talents, and abilities of total staff for the purpose of utilizing total staff for media programs), (2) use of key teachers for inservice training, (3) use of pupil and parent aides and library technicians, (4) use of students in work-study programs, (5) use of inter-disciplinary teams, (6) incorporation of technological advances in the work of the center, and (7) inauguration of systems of regional processing and inter-district cooperative efforts of several kinds.

- *Elements to be considered in evaluating a media center program:* These were identified as being related to the following: (1) effective utilization by students and teachers, (2) degree of use of media and services, (3) opportunities provided through scheduling, research assignments, and extended hours, (4) policies permitting unrestricted use of resources, (5) quantitative and qualitative analyses of media use patterns and resources, (6) accessibility of materials, (7) the changing curricular pattern of the school program, (8) the relationships of the media program to the curriculum, (9) changes in human behavior associated with the program, (10) evaluative criteria as stated in various state and national standards, and (11) comparisons of local results with other successful, researched media programs.

RECOMMENDATIONS

Results of discussions and talks referred to in this Chapter clearly indicate that the following considerations relative to school media programs merit careful attention and early implementation:

- That, in this period of profound changes in education, changes dealing with such things as content reorganization, teaching strategies, learning theory, innovations in school plant design and school organization, the media center (IMC) be embraced by school administrators as one of the essential means of bridging the gap between curricular design and its actual implementation.

- That the school administrator assume optimum responsibility for supporting the functioning of the media center as an effective means of implementing and facilitating the newer approaches to learning and curriculum development.

- That both the school administrator and the director of a media center committed to the concept of "total service" assume responsibility for giving direction to innovations and changes that are judged to be educationally sound and operationally feasible. (The process of change is expensive.)

- That, if system-wide changes or modifications are to occur, the school administrator and media center director must work together to involve personnel at all levels of the school organization in seeking solutions to common problems. They must also involve parents and others in the community at appropriate times and in appropriate ways in the performance of certain cooperative tasks.

- That school administrators, media specialists, and professional organizations support radical changes in the education of professional personnel who will assume media center responsibilities.

- That school administrators, including those responsible for instructional media centers (IMC's) provide for continuous evaluation of their media programs and the functions these programs should serve in the light of the expanding development of electronic communication devices and facilities.

Excursion boat - Lake Arrowhead

EVALUATION OF PROGRAMS: DISCUSSION GROUP

Chairman and Discussion Leader: ANNA MARY LOWREY

Discussion Leader: PIERCE E. PATTERSON

Discussion Leader: DONALD V. PEDERSEN

Recorder: ESTHER F. STAMM

Recorder: EVELYN B. DETCHON

STUDY GROUP MEMBERS: Frank G. Bennett, Iris Bramblett, Clare H. Carroll, Catherine Elyea, George H. Haden, Edith M. Hagstrom, Milbrey L. Jones, Norton L. King, Opal L. Kissinger, Joan C. Lauderbach, Lucille E. Moore, Larissa Rulofson, Bee Thorpe, Ed A. Wight, Mary Lou Willett

Chapter 8

EVALUATION OF PROGRAMS

Introductory materials setting the stage for group discussions and concerned with evaluation emphasized that objectives of a truly dynamic media program were equally applicable in all types of schools; elementary, secondary, public, private, or parochial, rural or urban. These purposes were identified as follows:[1]

- To provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
- To stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
- To provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
- To help children and young people to become skillful and discriminating users of libraries and of printed and audiovisual materials.
- To introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

The focus of consideration of the topic of evaluation was organized around the following general questions:

1. Since the status, growth, or effectiveness of any school media program is not likely to be discernible without periodic evaluation, how should this best be done? By whom?

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[1] Adapted from Standards for School Library Programs, Chicago, American Library Association, 1960, pp. 8-9.

2. What implications are inherent in conducting an evaluation of a school media program?

3. What might be done to improve instruments currently in use to evaluate school libraries seeking accreditation?

4. What policies and procedures have been established to provide for a continuous evaluation of on-going media programs?

5. What means have been used or planned for to evaluate the worth and value of materials in actually meeting desired instructional (behavioral) goals? Who should be involved in making such evaluations? What should be done with data obtained through such evaluations?

The State Board of Education Looks at the School Library

By MRS. TALCOTT C. BATES
Member, California State
Board of Education

California's concern with the need to provide adequate school library and audiovisual resources and service to children and teachers in its schools is well known. Yet there are obvious shortages in both these categories in far too many schools in the state. The federal-state partnership efforts have assumed great importance in the long range planning aimed at improving this situation. Here Mrs. Talcott Bates, long-time member of the California State Board of Education, describes the current situation and outlines the "look ahead" with respect to this matter.

Mrs. Talcott C. Bates

The California State Board of Education has been sure for some time that there is a general library lag in the state that has reached crisis proportions in materials, facilities, personnel, and programs, due primarily to the tremendous population growth in California. It is obvious that changes must be made. The question is asked: What is being done about the situation at national, state, and local levels?

THE NATIONAL LEVEL

The starting point was in 1964 with state and federal programs which provided measures for strengthening local inventories of school library materials. Then Title III of NDEA was expanded to allow projects for materials and equipment in a variety of subject areas. Although library projects were not eligible under this Title, the materials and equipment purchased could be housed in school libraries.

The next major step was the passage of Title II of the Elementary and Secondary Education Act of 1965, providing over nine million dollars to California for the acquisition of school library resources.

THE STATE LEVEL

Even before such programs became viable on a national level, California began compensatory education programs when the state legislature in 1963 expressed a policy that it is essential to the provision of quality education that an adequate, effective library service be furnished by the schools. The legislature also suggested that a coordinator be appointed at the state level to study the status of school libraries and their relationships with public college, university, and special libraries, considering financing, personnel, facilities, new technology, and district organization for services.

The first signs of the breakthrough in facilities and materials came in 1964 with a change of policy by the California State and Allocation Board to allow libraries for school buildings built under the State Building Aid program to permit their collections to be counted and set up under the allowance of expenditures. Statistics for 1964 and 1966, however, indicate that shortages of books and materials are still so great, and the increase of schools and students still so fast, that it will be years before the standards for materials are met by a majority of the schools, in spite of massive doses of federal aid and the maintenance of local effort.

TITLE II OF ESEA

We would like to see the school library recognized for what it is: one of the principal keys to a good teaching program. The federal government, under the two phases of Title II of ESEA, has set the pace for us with the new school library resources measure.

Phase I. Phase I funds for the first two years of the program were allotted to public school districts according to formulas based on adjusted and modified assessed valuations per unit of average daily attendance. The State Board of Education thought it important that the applications for funds supplement, not supplant, local funds for library resources.

Chief among the evidences of impact of Phase I programs were the number of new libraries established by public school districts; 503 at the elementary and 39 at the secondary level. The addition of one and a half million library books went far toward erasing the huge deficit of over 12 million books in elementary and secondary public school libraries, but it is also easy to see that it will take maximum use of all funds to bring the ratio up to the desired 10 books per student level, the number one priority of the Board of Education, as well as to provide the non-book material necessary to make these libraries true instructional materials centers.

In comparison, California has one of the most favorable plans of all the states in its policies for establishing and strengthening school libraries. While the Phase I program brought great impetus to library development throughout the state, however, it was perhaps the Phase II program which was developing into the most dramatic part of the program.

Phase II. Under Phase II of Title II of ESEA, 86 pilot project libraries will be opened to the public during the 1967-68 school year to help demonstrate the value and relationship of a full provision of library and audiovisual materials to the school program, as well as demonstrating innovative uses and techniques of a complete library. Forty-eight of these projects were approved for 1965-66; 38 more for 1966-67. The result is that model libraries in 39 counties have been designated for development during the initial two years of the program.

In approving the Phase II program, members of the Federal Aid Sub-Committee of the State Board of Education called for a dramatic program to develop libraries around the state to demonstrate the impact of adequate instructional resources on California education. Twenty educators, representing school administration, curriculum, library science, and audiovisual education, and also representing the various geographical areas of the state, were chosen to assist in evaluating requests for Phase II grants.

EVALUATION OF PROGRAMS

The State Board of Education will be watching projects under

Title II of ESEA closely. Two of the factors considered important are:

- Better evaluation of the whole program. Qualitative rather than quantitative approaches to the development of school libraries will be emphasized.

- More creative use of available funds. Perhaps personnel hired under Title I funds will be provided to work in community oriented libraries furnished with Title II funds. This approach might also be tied in with a Title III project to meet the special needs of an area in an exemplary fashion.

The library is the only room in an elementary school shared by all the children in the school, and is in a unique position to bring about motivation at the secondary level. The librarian who carefully assesses these needs is better able to provide a program for her library's patrons. A large collection of books can provide for individual diversity among children far better than a single teacher.

We of California's State Board of Education no longer accept the premise that we should sit back and wait for changes to occur. The need is here and now, and the stakes are high. If we can ask the right questions, we depend on librarians to give the right answers.

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The Report from Washington

By MILBREY L. JONES
Program Specialist
School Library Section
United States Office of Education

The Elementary and Secondary Education Act of 1965 has provided much-needed support for the improvement and enrichment of school library and audiovisual resources in the United States. The following report, made by Dr. Jones, who is fully informed about the situation in Washington, outlines some of the principal achievements of the past under the Act, and calls attention to still another need, that of evaluation over a period of time of the influence of such enrichment of instructional resources upon the quality of teaching and learning in our schools.

All fifty states participated during the first year of operation in Title II of the Elementary and Secondary Act of 1965, as well as Guam, Puerto Rico, the Virgin Islands, and the Trust Territory of the Pacific. Eighty-nine per cent of all elementary and secondary school children in the country were eligible to participate in this program; 94 per cent of this number, or nearly 43½ million children did participate.

Milbrey L. Jones

Of the 100 million dollars appropriated for the first year of the program, all but a little more than 2½ million was used. The largest amounts, totaling a little over 95 million dollars, were reported by state departments of education to have been spent for acquisition of materials and books. Processing, cataloging, and delivery costs for these items averaged approximately 18 cents each, indicating that much of the cost was absorbed at the local level. The average expenditure for elementary school pupils for school library materials in 1965 was $2.70; with the infusion of Title II money, the national average was increased to $5.00 at the elementary level, and from $3.72 to $6.42 at the secondary level.

Most of the state plans gave highest priority to school library resources because of the critical need for these materials, especially at the elementary school level. During 1966, 90 per cent of all money spent on acquisitions of school library materials was Title II money. Most states allowed 15 per cent or less of Title II for textbooks, while some did not allow textbook purchase at all. Most of the Title II money the first year provided library books.

Audiovisual materials comprised 19 per cent of the acquisitions in all categories. These were eligible under both school library resources and/or other instructional materials. More filmstrips were purchased than any other one type of item, with slides and transparencies second, recordings third, and motion pictures most infrequently.

PROGRAMS

New positions. Two hundred and eighty five positions in full-time equivalents were funded in state departments of education from Title II monies, including 47 administrative and 81 supervisory positions. The remainder were clerical positions necessary for support. About 15 states appointed state school library supervisors for the first time in 1966, using both Title II and Title V of ESEA and Title III of NDEA.

New libraries. More than 3,000 new public school libraries to serve over a million public school pupils at the elementary level, and 259 libraries to serve 150 thousand secondary school pupils were established during the first year of operation under Title II funds.

New standards. Under Title II many states began studies to develop standards for school library materials, textbooks, and other instructional materials. At the beginning, three states had no standards; many had elementary or secondary level standards only, or very low standards, or ones that did not include non-print materials.

New inservice programs. Many states established inservice education programs to help in the selection and use of materials and in developing instructional materials programs. There has been coordination between programs funded under Title II and other federal programs, particularly with Title I of ESEA and Title III of NDEA. At least 85 Title III ESEA projects have been identified as having to do with school library materials or instructional materials programs.

New types of programs. Under Phase II of Title II of ESEA, California has developed interesting and unique programs. During the first year, 17 states were identified which were working on similar programs, and about 150 projects in these states were funded during 1966 by an amount close to 10 million dollars.

EVALUATION OF TITLE II

The purpose of Title II of ESEA is to strengthen instruction and improve educational opportunities. The need for assessment of the impact of the Title II program on curriculum, teaching methods, learning, and achievement has been expressed by state department of education personnel concerned with the program. An exploratory conference held in the summer of 1967 to consider plans for such an evaluation program made three recommendations to the United States Office of Education:

- Make a quantitative analysis of demonstration school libraries established under Title II and of libraries established for the first time under this program in relation to standards.
- Make, in cooperation with outside concerns, a study of pupil and teacher attitudes, changes in attitudes because of these programs, the use and changes in use of materials, changes in methods of teaching, competencies of staff, and also evaluate facilities, programs, and collections in these schools.
- Fit the proposed evaluation of Title II into a national, state, and local assessment of outcomes, since monies from all of these sources have been used in school programs.

Guidelines

The group developing guidelines for the topic "Evaluation of Programs" expressed the need for adequate bases for measuring progress, making judgments about media programs and services, and delineating problems faced in achieving immediate and long-range goals.

The group began by developing a statement of philosophy. This statement incorporated belief in the need for continual evaluation of the total media program and its resources, with emphasis on the use of material and its effect on the user; it also accepted as a working base the ALA and CASL-AVEAC objectives as expressed in published standards of these associations. It was observed that these objectives, as written, pose certain difficulties of assessment. It was believed that they should, therefore, be expressed more specifically and in more measurable terms so as to provide a better basis for meaningful evaluation of the media program. Such clearly stated goals should be endorsed by the professional staff of a school or school system.

The group also recognized that standards now in use across the country place substantial emphasis upon the measurement and evaluation of such factors as physical facilities (space, equipment, and the like), the nature and size of collections, the number and kinds of personnel employed, and monies appropriated for support. It was widely believed among discussants that while such standards are useful, when properly applied and interpreted, another basic ingredient to evaluation is now needed, one having to do with the extent to which resources, facilities, personnel, and budgets actually contribute to the achievement of the purposes or objectives of the programs they represent.

This effort at evaluation of the degree of attainment of objectives had as its major purpose the determination of strong and weak points in the program of service; strong points so that successful operations and/or methods may be available to all, and weak points so that more successful methods would be utilized.

FINDINGS

The principal findings growing out of the group discussions were as follows:

- The first step in the development of an evaluative instrument is the identification of objectives, procedures and levels of attainment to be assessed. Identification of these further emphasizes the importance of using varied techniques of evaluation, each appropriate to some item or area under consideration. There is, therefore, a need for evaluation tools that reflect a wide range of means of assessment. Such instruments would include not only questionnaires for gathering factual data, quantitative in nature, but also the use of interviews, observations, and examples of performance and usage of media.

- Several questions should be asked about evaluation questionnaires:

  1. Can the stated evaluative item be reworded as a question which can be answered objectively?
  2. Is the wording explicit enough for any evaluator to interpret the meaning?
  3. Are sub-questions necessary for clarification? If so, be sure to use them.
  4. Does the stated item require a subjective answer? If so, be explicit with the kind of subjective evaluations required.

- The following questions, from each of which certain criteria of effectiveness may be inferred and developed, were considered appropriate for inclusion in any plan for evaluating school media programs:

  1. Is the (media library) program functionally related to the total school curriculum? Is there a media specialist or library representative on the school curriculum council? If so, is this representation effective?
  2. Is the philosophy of the media program consistent with the philosophy of the curriculum? Are the services and materials integral parts of the instructional program?
  3. Does the entire school staff participate in the library program (selecting materials, scheduling use of the library, assigning students to study in it, guiding students in the selection and use of its materials)? Are students themselves similarly involved in library activities?
  4. To what degree do the materials, services, personnel, and facilities conform to standards which have been developed for audiovisual and library services by state (CASL and AVEAC) and national (AASL and DAVI) organizations?
  5. Is the educational media center (library) supported with adequate finances?
  6. What is the administrative structure of the media center? How well does it function in terms of the needs of teachers, pupils, and other staff members?
  7. How effective are the lines of communication from the media center to other units of the school organization? To teachers, students, administrators, and the public?
  8. Is the media specialist involved in school scheduling? Does the schedule permit all teachers and students to make optimum use of the library?
  9. Does the media center (library) provide resource personnel to assist teachers and students in developing instructional materials? Are physical facilities provided for this purpose?

10. Is there adequate provision for screening materials to eliminate those that are obsolete or otherwise unsuited for further distribution?

11. Is the school media program properly interpreted to the school board and to the community at large?

12. Does the school library cooperate on joint projects with other libraries (interlibrary loans, book week programs, and so on)?

13. What provisions have been made for research and continuous evaluation of the program?

14. Are long-range plans being projected in terms of the new and ever changing developments in the communications field?

And more specifically such questions as these should be asked:

1. Is there an effective program of instruction for teaching library skills? Does the school have a defined, sequential program, with behavioral goals stated specifically? Is this written program a part of the district course of study?

2. Are techniques and materials used in teaching library skills both varied and functional? Is consideration given to individual student achievement? For pre-testing? For continuous re-testing?

RECOMMENDATIONS

The committee's recommendations for future action were based upon the belief that evaluation should be continuous, not spasmodic, beginning with those objectives that were most amenable to study and, where necessary, using sample periods of time (rather than an entire school year) and sample student populations (rather than the entire school population).

Specific recommendations for future action were set forth, as follows:

- That the State Department of Education designate and support by means of ESEA, Title II funds, a committee to develop evaluation instruments for media programs.[2]

- That this committee consist of personnel such as librarians, media specialists, teachers, administrators, members of boards of education and parent-teacher associations, and representatives from interested civic organizations.

- That research be done on the bases of media program objectives.

- That the evaluation instruments be objective and subjective, including subjective data which could be quantified.

- That these evaluation instruments be made available through the State Department of Education for the following purposes: (1) identification of the elements of the media program, (2) accreditation, (3) self-evaluation of programs, and (4) evaluation of ESEA, Title II, Phase II projects.

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[2] See "Guide for Cooperative Evaluation of County and District Audio-Visual Programs," prepared by the Bureau of Audio-Visual and School Library Education in cooperation with the Audio-Visual Education Association of California. Sacramento, California: California State Department of Education, 1967.

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SPACE AND FACILITIES: DISCUSSION GROUP

Chairman and Discussion Leader: GRACE S. DUNKLEY

Discussion Leader: CLARENCE FOGELSTROM

Discussion Leader: LOUIS J. CHIRCO

Recorder: MARTHA ALLISON

Recorder: BARBARA ANN CANADY

STUDY GROUP MEMBERS: James W. Allen, Sister Mary Brendan Bonney, Ura L. Burris, Margaret K. Cooper, Jessie G. De Massa, Robert Gerletti, Charles Dana Gibson, Harold E. Gillogly, Marie Greene, Lucille Gregor, Naoma B. Knight, Elwood H. Lehman, Howard E. Levinson, Carl B. Manner, Esther W. Nesbin, Jean M. Pointer, Musya Sakovich, Elmer Stoll, Flora Thoman, Ellen Channell Williams

Chapter 9

SPACE AND FACILITIES

Consideration of essential and desirable characteristics of facilities for library and audiovisual resources in modern schools stressed functional design and arrangement. Recommendations of the American Library Association were studied:

> Ample space, harmonious arrangements, good lighting, blendings and contrasts in colors, functional furnishings, and proper control of sound create an atmosphere in which students and faculty enjoy working and in which learning takes place. The liking that children and young people have for the library, their feelings of ease and pleasure in its surroundings, and their satisfactions in using its materials derive from many sources. Among these influences are the attractive appearance and the convenient arrangement of the school library.[1]

> In order that good service may be provided, the library quarters must be easily accessible, large enough to take care of the needs of the entire student and faculty groups, and planned for the comfort and convenience of its users. Location, space, and functional arrangements are basic elements in the design for library quarters.[2]

Preliminary materials placed in the hands of members of this discussion group suggested that answers be sought to three questions, as follows:

1. Where should planning of the "new" school library or media center begin, and who should be involved?

2. What does the application of advanced technology (electronic communication, TV, data processing, storage and retrieval

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[1] Standards for School Library Programs, Chicago, American Library Association, 1960, p. 91.

[2] Ibid., p. 92.

systems) to the improvement of library or media center services mean·with respect to providing facilities and designing space and environmental elements?

3. What are some desirable ways of informing school faculties and of keeping them abreast of developments with respect to changing concepts and needs of school libraries or instructional materials centers?

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Fantasies and Facts about School Libraries

By **CHARLES DANA GIBSON**
Chief, Bureau of School Planning
State Department of Education
and
CLAIR L. EATOUGH
Supervising Architectural Advisor
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Several rather widely held "beliefs" concerning school educational media programs were brought to the attention of the School Library Workshop participants, of which the following are examples: (1) the library should be centrally located; (2) expanded library service means a larger library; (3) modern furniture, air conditioning, and carpeting modernize a library. The futility and actual falseness of such assumptions was the theme of Charles Dana Gibson's and Clair Eatough's presentation.

Myths and other unsupported ideas abound in education. These ideas usually have broad acceptance and a basis in truth, but the dramatic changes required for the future betterment of education demand that we search out new solutions to old problems, and discard ideas and practices that cannot be validated or have become outmoded. Nothing is more damaging to the planning process than the encumbrance of misleading and unsupported "facts." For example, the library environment has always been the result of a librarian's rather than a student's requirements. The traditional atmosphere of a library has no more basis in fact than other educational administrative conveniences, such as grouping students by chronological ages. The idea that all six year old children should be first graders is as fallacious as the idea that silence is golden and that the protection of books is the main function of a librarian.

The eight following accepted statements in the world of library services are labeled "myths" because of present evidence that they will not be accepted in educational circles during the next half century.

- The library reading room is a good place to study. This idea presumes that students learn best by themselves with a book or other media. The result is today's concept of the quiet reading room under disciplined control of a monitor. Students prefer to study almost any place other than the library; for example, the cafeteria, in automobiles, on the lawn, in classrooms, and particularly away from school. In all of these informal study situations no effort is made to avoid people or noise.

- The library, as "heart of the campus," should be centrally located. This idea has been applied so long and is so universally accepted that most existing high schools in California do have a large library facility placed in the most central location of the campus. As the campus expands, this location serves to isolate the library from those departments which use it most, such as history, foreign language, science, and so on. A more logical solution is to place the library in the center of these departments. The library generally represents a single building unit of considerable mass and, therefore, lends itself to creating an architectural focal point, but location will become less and less a planning problem as the entire concept of information retrieval becomes more sophisticated. Why not start our "location thinking" all over with this question: "In terms of the second half of the twentieth century, how should we organize materials and space for the fastest possible retrieval of information?"

Charles Dana Gibson

- The major role of the librarian is to control and safeguard books. Because the investment of money in books and materials represents a major financial commitment, it is natural that the school should wish them to be carefully guarded. To overcome the disadvantages of material control and permit easy exposure, the librarian of the future may not be made responsible for the control of the material, only for its distribution to sub-libraries. The technological developments in kinds and use of media for the future suggest that the librarian's control over media will be far less restrictive than it is today.

Clair L. Eatough

- Expanded library service means a larger library. Most schools today are confronted with pressures to expand their libraries because of increased enrollments, need to expand library services, or a new commitment to use of electronic audiovisual media. If the librarian permits library services to be disbursed throughout the campus, a better approach than increased space in the library might be to program library expansion in each new academic building as it is constructed. This means that "sub-libraries" would eventually be disbursed throughout the campus, and that the central library would be converted to a central collection and distribution center with only minimal facilities for student study or material usage.

- Modern furniture, carpeting, and air conditioning modernize a library. It must be conceded that any facility can be vastly improved by upgrading the comfort environment, but this approach fails to identify the crucial problem of tomorrow's library, which is that its basic functions will be radically altered. The first requirement for modernization should be a new library organization. A "modern library" must be designed to accommodate electronic transferral of media and have decentralized study areas. Facility planning, either new construction or remodeling, is an opportunity to restate the problems and seek a better solution that will make a major contribution to educational progress.

- The carrel belongs in the library reading room. The carrel was originally a small table, sometimes protected with side screens, and placed in book stack areas for students doing specialized research. Librarians envisioned them as valuable in library reading rooms because they would facilitate the isolation of the individual student for quiet study. The carrel is, however, a specialized tool which works best for the student who wants to study alone with special media.

- The library and the classroom perform separate functions. Patterns of instruction which require large instructional areas for lecture groups, small instructional areas for seminar groups, and space for individual instruction are making the traditional classroom obsolete. The library of the future will no longer remain separate from the instructional areas of the school, but will become, through its sub-library components, the main instructional area of the school. Our future schools will very likely break down much of our present compartmentalization of functions. Would it be complete heresy to combine a book store, cafeteria, library, and student lounge in one student commons where each service could complement the other?

The physical plant stands second only to the teacher as the force determining the success or failure of educational programs and instructional methodology. The nature of the enclosure and the amenities it provides determine to a large degree the comfort experienced by the occupants, as well as the attitudes they hold toward the school as a place to live and work. The biggest single element determining the human and educational values expressed by the school plant is not the amount of money it costs but rather the thoroughness of the planning processes, including the degree of involvement of the professionals who must conduct the educational programs the plant will house. Librarians, as professionals, must become innovators in the programing of their facility needs as well as in library services.

- Sub-libraries are small but complete little libraries. Actually, the word "sub-library" as used by most planners is a misnomer. It is not a small library or even part of a library. It is a working studio for a variety of individual study activities accomplished in a close relationship between student and teacher. Specific elements critical for its effective operation are: (1) a small, intimate, informal space with high comfort environment, (2) located away from the central library and containing limited quantities of resource materials, and (3) adjacent to teachers' work area and under the general supervision of these teachers, with all equipment, including drawing boards, typewriters, and reproduction or copy machines available both to students and teachers.

Planning the Library and Its Spaces

By ELWOOD H. LEHMAN
Consultant
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State Department of Education

Essential considerations in planning and building the modern college library are outlined here in the presentation of a specialist in college facility planning. Special aspects of Dr. Lehman's presentation included: (1) steps to be followed in planning for library space, (2) working with the architect, and (3) examples (presented largely through slides) of several new college library facilities in a selected number of California junior colleges.

As a boy I used to haunt the hometown Carnegie Library, which was quite different from the library I want to talk about today. Very good in its time, and serving many purposes, it would in part be very inadequate today. Today's library is not only the repository of the written word; it must also serve the viewing and listening needs of a college campus. Therefore, it must contain:

- An orderly, accessible depository for books, periodicals, and other software materials.

- Equipment to make visible and/or audible materials such as slides, movies, audio-tapes, audio-video tapes, and microfiech, as well as drafting tables, auto-tutors, wired and unwired carrels, and study tables.

- Casual reading areas and seminar spaces for small groups working cooperatively on subject areas or planning specific group endeavors.

- Space and aids for specific service to the instructional staff.

- Audio stations for students, assigned or unassigned, stereo or monaural in nature.

- Adequate professional, technical, and clerical staff members to meet the present day needs of handling informational materials and techniques to bring together in an orderly fashion today's knowledge and today's students in preparation for tomorrow's tasks.

Today's library must meet the needs of today's students, who are much better prepared and more sophisticated than their counterparts of even a few years ago.

PLANNING FOR LIBRARY SPACE

There are a number of avenues which a college staff and its board of trustees should investigate to meet the many spatial requirements of the future library:

- Give serious consideration to what the college of tomorrow will be. College staff members should examine carefully the primary purposes for the existence of their institutions, agree on goals and underlying philosophy, and outline means by which they expect to accomplish projected ends. One community college in California, working with the philosophy that the library should be the central feature of the campus, finds its library so departmentalized that, in the opinion of another president, it is little more than an extensive employment agency. Another, Mt. San Jacinto College, also in California, makes judicious use of audio-tutorial devices and is succeeding admirably in fulfilling its goals.

- Visit recently completed library facilities. Typically, a college will save many times the expense of sending representative staff members to visit outstanding centers. Members of boards of trustees should not only explore such new facilities but should also talk with administration, staff, and district board members concerning the goals or philosophy which influenced the planning of the facility.

Elwood H. Lehman

- Examine curriculum needs. An assessment of the program needs of the student body to be served by the facility includes decisions on class size, the number of sections, and a concise knowledge of exactly what will be taught and how. The Space Adequacy Survey, a California-born instrument, is an asset in determining facility needs of districts. In large measure, these decisions will spell out the spatial needs of the library, as well as needs for material, equipment, and personnel. Such basic decisions are of far more value as guides to planning groups on campus and to the architect than as illustrations of how space should be constructed.

WORKING WITH THE ARCHITECT

There are several guidelines for working with the architect to the end that the college library facility will meet needs specified during the planning stage:

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- Each department and division of the college should prepare detailed specifications for quick and constant reference during consultations with the architect. Such specifications will form the bases for common understandings and communication. However, they should not be handed to the architect "by the pound." These consultations will enable the architect to start making diagrammatic relationships among such areas as receiving, listening, stacks, reserved book, carrels, or audio-tutorial equipment.

- Each department should discuss with the architect its part in the final plan, reviewing again detailed specifications, aspects, and functions of services to be prepared.

- As many amenities as are necessary for the function of the library should be retained. One of the most important of these is functional lighting, rather than lighting installed only to enhance the looks of the facility.[3]

- Begin facility planning well in advance of anticipated completion date. A sophisticated, workable community college library does not simply happen by itself. It is achieved by the hard work of many people over a long period of time.

EXAMPLES OF NEWER CALIFORNIA LIBRARIES

During this period I have been showing slides which illustrate the function of facilities throughout some of the newer libraries in California. These have included facilities at Chabot College, Foothill College, San Mateo College, Citrus College, El Camino College, Los Angeles Valley College, Southwestern College, and Grossmont College. All these college libraries have eminently worthwhile features which merit further study. In addition, we have a new one just completed at Shasta College, near Redding, which also is worth a visit. Two other new facilities worth special visits are on the drawing boards for the Los Rios Junior College District (the campuses at El Dorado College and Consumnes College). There is also, on the small college scale, San Jacinto College in Southern California. Still another promising site is Columbia College, part of the Yosemite Junior College District, headquartered at Modesto.

Numerous publications give insight into media center facility planning. Many of them are quoted in a study called A Study on Studying, produced by the Educational Facilities Laboratory. Copies may be obtained by writing to the Community College Center at Stanford University, Stanford, California. Still other assistance may be obtained from the ERIC Center at the University of California at Los Angeles.

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[3] Charles Dana Gibson of the California State Department of Education has been widely honored for the excellent job he has done in bringing to the attention of the people of the United States, and in California particularly, what constitutes good lighting. He has not only identified the principles of good lighting, but he has also interested technically qualified members of the Illumination-Engineering Society of America.

Guidelines

The discussion group involved with the topic "Space and Facilities" was concerned chiefly with identifying the necessary steps and procedures to be followed in designing and equipping the modern educational media center to meet requirements of the school-wide instructional program it is to serve. The group emphasized that as education must facilitate change and learning, so, too, must the media center be designed to facilitate this goal. It must support the entire instructional program, and facilities and services should match the learning needs of pupils with appropriate materials and appropriate guidance in their use.

FINDINGS

The discussion group considered necessary preliminary steps involved in making decisions concerning the design and construction of instructional materials center (school library) facilities. A number of applicable principles were stressed for either remodeling or new construction projects, as follows:

- Investigation and determination of the character of the educational program to be served by the center: organization for education, including team teaching, flexible scheduling, non-graded schools, self-directed learning activities, varied instructional methods, the curriculum itself, enrollment age range, enrollment age distribution, policies with respect to decentralization of instructional materials, and similar matters.

- Involvement of other school personnel: Board of Education members to assure adequate financing; preferences and expectations of teachers with respect to their intended uses of facilities; the principal's expectations with respect to the manner in which the facilities will aid in the achievement of school objectives; preferred location of facilities; inspection of other facilities and evaluation of their suitability and adaptability for local needs.

- Surveying the district, the community, the county, or other area to observe and inventory instructional materials resources and services already available: 16mm film distribution agencies, television stations or distribution networks, centralized processing facilities, and the like.

- Preparing educational specifications to guide the architect: including areas for individualized study, group utilization of materials, group interaction, technical processing areas, multi-media or electronic equipment facilities, areas for preparation of materials and other specialized units, as required. Simplicity, accessibility of services and materials, efficiency of operation, and adequacy of space, materials, personnel, and channels of communications are keys to effective media center services.

- Determining, with the architect, functional design: movable walls (if needed), adequate electrical facilities (wiring, outlets, lighting), acoustical floor covering, air conditioning, good traffic patterns, functional arrangement of specialized facilities with respect to each other, and a multi-purpose room next to or part of the center.
- Achieving simplicity and flexibility in arrangements and facilities: for day to day use and for remodeling to accommodate future changed needs.

RECOMMENDATIONS

Two principal recommendations grew out of the discussions of this committee, as follows:

- A library development law should be passed which would include provisions for personnel and facilities in each individual school unit.
- An accreditation plan should be established for all levels of school libraries, closely related to the instructional program of each individual school.

Chapter 10

SUMMARY

The Monte Corona Conference on "Multi-Media and the Changing School Library" reflected the growing interest in modernizing educational media programs throughout California. The four principal purposes of the conference, stated at the beginning of this report but repeated here for perspective, were:

- To provide opportunities for school librarians, audiovisual personnel with library service responsibilities, administrators and curriculum directors, and others to review the present status of and to develop guidelines for both immediate and long-range improvement of school library programs;
- To explore possible effects of recent legislation upon California school library programs;
- To provide for those involved with such programs an opportunity for self-renewal and self-improvement by working, thinking, and talking together about these problems; and
- To provide participants with the opportunity to discuss their problems with recognized leaders in the fields of sociology, psychology, economics, and administration, as well as librarianship and audiovisual education.

The degree to which these broad objectives were achieved through conference activities will be determined, of course, through later appropriate applications of the guidelines (findings and recommendations) to the educational media programs of the state. Yet it seemed quite clear to those in attendance that the six days of cooperative endeavor did provide several immediately realizable products. There was consensus, for example, that the following generalizations were valid:

- Many recent scientific, philosophic, and socio-economic changes have forced adaptations in previous ways of communicating. These influences must be reflected in school programs generally, and in media programs particularly.
- It is now generally accepted that the school library of the future will be an IMC (an instructional materials or media center) capable of handling a full gamut of educational resources and of insuring close relationship of those materials with the school curriculum (i.e., the total school program).
- It is the responsibility of those who work with media to make effective use of them and to strengthen

their own ability to communicate with students, teachers, administrators, the lay public, and others.

- The physical-personal-organizational aspects of the educational media program require that professional media personnel exercise leadership roles in their own programs.

Observations of a summary nature concerning the Monte Corona Conference, prepared by Anna Mary Lowrey,[1] reflect the spirit generated during the week:

- Changes in the field of modern education and teaching methods, and the use of a wide variety of instructional materials, have emphasized the need for school libraries to supply increased quantities of both printed and audiovisual materials for students and teachers. The strong emphasis on individualized study and learning has resulted in an ever increasing demand for library resources at the school level.

- The concept of an Instructional Materials Center is not a new one, but it has been too long a latent one. A recent and significant change has occurred in library philosophy which recognizes the great potential of a library collection consisting of a broad spectrum of educational media.

- The key to the progress of the school library as a materials center is communication between librarians and audiovisual specialists. There are discernible trends that this kind of communication is taking place--efforts of ALA and DAVI to develop standards for libraries, the published Standards for the Development of School Library Programs in California by CASL and AVEAC and the recent library workshop at Monte Corona. We must continue to encourage a merging of thought from the professional people responsible for the school library resources. This does not imply a loss of identity, but rather a detailed plan of action to assure communication and cooperation between CASL and AVEAC. The leadership exerted by these two

Anna Mary Lowrey

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[1] Anna Mary Lowrey, "CASL+AVEAC=Communications," Newsletter, Audio-Visual Education Association of California, Fall, 1967, p. 1+.

professional organizations can be a strong factor in the achievement of our common goals. Communicate we must--as organizations, as individuals, or by contagion!

But the tone of another article expresses even more directly the concern and interest of those attending the Monte Corona Conference. In it, Mrs. Jean Wichers[2], Co-director of the Workshop said:

> Learning resources, media, instructional materials...what's in a name? One of these days, when we are not trying to shout down or "beef up" we are going to have to tackle a very real problem...us!
>
> As people imbued with a sense of loyalty about their profession we are going to have to learn not to be so sensitive and rise defensively whenever someone wants to call us anything but a school librarian or an audiovisual specialist.
>
> We chant, as a catechism, "we are not the old-image librarian; we are the new-image librarian." If we really mean that, then we should be busy being the new image and not worrying what label people give us.

Jean E. Wichers

For over a decade there has been a new breed in school materials centers that have been providing teachers and students with books, films, periodicals, all the resource media that are needed to effect the best learning situation. This intangible source of strength has been found in qualified, trained personnel that know how children learn, what the curriculum needs of the school are, and endowed with the ability to be the liaison between materials and learning.

Perhaps, then, it is more essential than ever that we recognize the crucial importance of selecting and educating the kinds of dedicated people who see in the educational media field opportunities to contribute importantly to the improvement of teaching and learning. In such a context it is easy to find a further justification of the Monte Corona School Library Workshop experience.

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[2] Jean E. Wichers, "What's in a Name?" Newsletter, Audio-Visual Education Association of California, Fall, 1967, p. 2.

Appendix A

SCHOOL LIBRARY WORKSHOP PROGRAM

SUNDAY, AUGUST 6

12:00-3:00 P.M. BRIEFING SESSION

2:00-4:00 P.M. REGISTRATION

7:30-9:30 P.M. WELCOME AND OPENING REMARKS

Speaker: Harry J. Skelly, Chief, Bureau of Audio-Visual and School Library Education, State Department of Education

WHO SHAPES EDUCATION?

Introduction: Mildred M. Brackett, Consultant in School Library Education, State Department of Education

Speaker: Maurice Mitchell, Chancellor, University of Denver, and formerly President, Encyclopedia Britannica, Inc.

MONDAY, AUGUST 7

8:30-10:15 A.M. GENERAL SESSION

Chairman: Harry J. Skelly, Chief, Bureau of Audio-Visual and School Library Education, State Department of Education

WHO WE ARE AND WHY WE ARE HERE

Speaker: Elizabeth S. Noel, Workshop Director and Consultant in Instructional Television, State Department of Education

THE LIBRARIAN'S DILEMMA

Introduction: Leslie H. Janke, Chairman, Librarianship Department, San Jose State College

Speaker: Sara Krentzman Srygley, Professor, Library School, Florida State University, Tallahassee, Florida

GROUP ORGANIZATION AND GROUP REPORTS

Speaker: James W. Brown, Dean, Graduate Studies and Research, San Jose State College

10:15-10:30 A.M. Break

10:30-12:00 A.M. GROUP MEETINGS

1:00-2:45 P.M. GENERAL SESSION

Chairman: Francis W. Noel, formerly Chief, Bureau of Audio-Visual and School Library Education, State Department of Education (retired)

LFTS

Speaker: Carl A. Larson, Chief, Bureau of Teacher Education and Certification, State Department of Education

THE LOGISTICS OF IDEAS

Speaker: Adam E. Diehl, Professor of Education, Instructional Technology, California State College at Los Angeles

2:45-3:00 P.M. Break

3:00-4:30 P.M. GROUP MEETINGS

TUESDAY, AUGUST 8

8:30-10:00 A.M. GENERAL SESSION

Chairman: Helen M. Christensen, Consultant in School Library Education, State Department of Education

SOCIAL REALITIES OF OUR TIMES

Speaker: Joseph D. Lohman, Dean and Professor, School of Criminology, University of California, Berkeley

10:00-10:15 A.M. Break

10:15-11:45 A.M. GROUP MEETINGS

1:00-2:15 P.M. GENERAL SESSION

Chairman: Claude W. Hass, Assistant Chief, Bureau of Audio-Visual and School Library Education, State Department of Education

LEARNING, THE LEARNER, THE LIBRARIAN

Speaker: Isabel Beck, Research Psychologist, Southwest Regional Laboratory, Inglewood, California

2:15-2:30 P.M. Break

2:30-4:30 P.M. GROUP MEETINGS

8:00-9:30 P.M. EVENING SESSION

Chairman: Carl A. Larson, Chief, Bureau of Teacher Education and Certification, State Department of Education

THE STATE BOARD OF EDUCATION LOOKS AT THE SCHOOL LIBRARY

Speaker: Mrs. Talcott C. Bates, Member, California State Board of Education

WEDNESDAY, AUGUST 9

8:30-10:30 A.M. GENERAL SESSION

Chairman: Helen R. Sebby, Special Consultant in School Library Education, State Department of Education

GROUP PROGRESS REPORTS

Speaker: Jean E. Wichers, Co-director of Workshop and Assistant Professor of Librarianship, San Jose State College

	COMMUNICATIONS AND INTERPERSONAL RELATIONSHIPS
	Speaker: Virginia S. Mills, Consultant, Interpersonal Relationships Within Groups
10:30-10:45 A.M.	Break
10:45-11:45 A.M.	GROUP MEETINGS
1:00-2:45 P.M.	GROUP MEETINGS
2:45-3:00 P.M.	Break
3:00-4:30 P.M.	GENERAL SESSION
	Chairman: Harry J. Skelly, Chief, Bureau of Audio-Visual and School Library Education, State Department of Education
	THE REPORT FROM WASHINGTON
	Speaker: Milbrey L. Jones, Program Specialist, School Library Section, United States Office of Education
	COPYRIGHT CONCERNS
	Speaker: Robert Gerletti, Director, Division of Educational Media, Los Angeles County Schools

THURSDAY, AUGUST 10

8:30-9:45 A.M.	GENERAL SESSION
	Chairman: Robert S. Shute, Administrative Consultant, Bureau of National Defense Education Administration, State Department of Education
	MANAGEMENT OF THE MERGER
	Speaker: Ronald L. Hunt, Vice President, Brooks Foundation, Santa Barbara
9:45-10:00 A.M.	Break
10:00-11:45 A.M.	GROUP MEETINGS

1:00-3:15 P.M. GENERAL SESSION

Chairman: Roy C. Hill, County Superintendent of Schools, San Bernardino County

ADMINISTRATORS VIEW THE SCHOOL LIBRARY

Speakers: Lorne H. Bargmann, Principal, Frisbie Junior High School, Rialto Unified School District; James S. Loughridge, Deputy Superintendent, Folsom-Cordova Joint Unified School District; Armen Sarafian, President, Pasadena City College; M. John Rand, District Superintendent, Temple City Unified School District

3:15-3:30 P.M. Break

3:30-4:30 P.M. GENERAL SESSION

Chairman: Claude W. Hass, Assistant Chief, Bureau of Audio-Visual and School Library Education, State Department of Education

TRAINING THE RECALCITRANT

Speaker: Lester Beck, Oregon State System of Higher Education, Monmouth, Oregon

8:00-10:00 P.M. SOCIAL EVENING

A "PROGRAMED" EVENING

Director: Eugene H. White, Director of Audio-Visual Services, Los Angeles Unified School District

FRIDAY, AUGUST 11

8:30-11:45 A.M. GENERAL SESSION

Chairman: Helen R. Sebby, Special Consultant in School Library Education, State Department of Education

THE LIBRARY FUNCTION REDEFINED

Speaker: C. Walter Stone, Director of Libraries, University of Pittsburgh

PLANNING THE LIBRARY AND ITS SPACES

Speaker: Elwood H. Lehman, Consultant, Junior College Planning, State Department of Education

FANTASIES AND FACTS ABOUT SCHOOL LIBRARIES

Speakers: Charles Dana Gibson, Chief, Bureau of School Planning, State Department of Education; Clair L. Etough, Supervising Architectural Adviser, Bureau of School Planning, State Department of Education

1:00-2:45 P.M. GENERAL SESSION

Chairman: Mildred M. Brackett, Consultant in School Library Education, State Department of Education

THE NEW IMAGE OF THE SCHOOL LIBRARIAN

Speaker: Carolyn I. Whitenack, President, American Association of School Librarians, and Associate Professor and Chairman, Educational Media, Purdue University

2:45-3:00 P.M. Break

3:00-4:30 P.M. GROUP MEETINGS

SATURDAY, AUGUST 12

8:30-12:00 A.M. GENERAL SESSION

Chairman: Jean E. Wichers, Co-director of Workshop and Assistant Professor of Librarianship, San Jose State College

WORKSHOP EVALUATION

Speaker: Carl A. Larson, Chief, Bureau of Teacher Education and Certification, State Department of Education

GROUP REPORTS

SUMMARY OF CONFERENCE

Speaker: Leslie H. Janke, Chairman, Librarianship Department, San Jose State College

CLOSING COMMENTS

Speakers: Jean E. Wichers, Co-director of Workshop and Assistant Professor of Librarianship, San Jose State College; Elizabeth S. Noel, Workshop Director and Consultant in Instructional Television, State Department of Education; Harry J. Skelly, Chief, Bureau of Audio-Visual and School Library Education, State Department of Education

Appendix B

SCHOOL LIBRARY WORKSHOP SPEAKERS, STAFF, AND PARTICIPANTS

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Appendix C

BIBLIOGRAPHY

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Appendix D

WORKSHOP EVALUATION

A questionnaire distributed to participants at the end of the Workshop was designed to capture individual assessments of what the conference had meant to the persons attending it. Participants were asked to complete a series of statements by making them into complete sentences. Representative replies to these statements ranging (1) from those indicating the experience was well-worthwhile and valuable to the participant to those indicating little or no value received, and (2) from being the most to the least representative of the replies received, were presented at the final Workshop session by Dr. Carl A. Larson, responsible for the evaluation of the Workshop.[1]

THE WORKSHOP

Comments in reply to statements concerning the Workshop showed the conference to be a well-planned, stimulating, and valuable experience for the majority of those attending. These statements, with representative replies, are listed below. Negative replies were in the minority, but are included here to round out the general assessment of the Workshop.

The general sessions

> ...were extremely valuable. I felt that I got my money's worth at every session and carried away much valuable information from each speaker.
>
> ...presented the best group of speakers I have ever heard. I would, however, have liked to have had some time for questions.
>
> ...in the main were good. Some were too long and some were repetition of much we already knew.
>
> ...presented a few interesting speakers, but most of them were a complete waste of time.

The social activities

> ...are difficult for such a varied group. Fun was here if you put yourself into it. Those which I attended were fine.
>
> ...included a proper balance of planned and free time. The square dancing and boat trips were fun.

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[1] Two statements asking for reactions to the Monte Corona Conference Center management and staff and the conference setting were answered unanimously in superlatives. Answers to questions concerning facilities and food showed general appreciation of their excellence.

...were adequate for people who knew everyone but very likely inadequate for those who were alone.

...were enjoyable and not imposed upon us.

During the Workshop I kept thinking

...how fortunate I am to have the opportunity to attend, and to become more fully aware of the amazing changes taking place and the challenge ahead.

...of the value to me as an individual of this kind of meeting. I hope I can share it with others during the year.

...that the State Department personnel were separate, apart, and a mere agency of organization.

...how glad I am to be a dynamic media specialist, and to be here.

To me the Workshop meant

...getting new ideas, finding out from others how they had solved their problems, making new friends, gaining insights into trends, broadening my horizons, evaluating my own situation.

...a chance to meet both professional peers and some of the outstanding leaders in the fields of communication and instructional media.

...a challenge to take a good long look at me, my performance on the job, and how I need to change to get with the now in education.

...exposure.

...work.

At the Workshop I was happiest about

...the excellent speakers.

...being able to meet and work with others.

...having been selected to attend and participate in this worthwhile educational Workshop.

At the Workshop I was unhappiest about

... the lack of new ideas in the group sessions and the constant quibbling over minor items.

... the tight structure and no time to relax in conversation.

... the long periods of sitting, without being able to stand up in the meetings.

... the group sessions. Some members were too verbal and tended to monopolize the entire session.

The length of the Workshop

...was wonderful. I wish it could have lasted for several weeks.

...was right. I think a full week was necessary for maximum interchange of ideas.

...could have been shortened to about four days.

...was too long. Three days would have been plenty.

The background materials provided for the Workshop

...were helpful and necessary.

...were good. Perhaps each person would have been better prepared if he had known to which group he would be assigned.

...were not sufficient for the group discussions.

...were inadequate.

The major objectives of the Workshop seemed

...to point to the role of the media specialist and media center and how these relate to the student, the school, instruction, and the community.

...to stress the need for a high level of communication skills and a sensitive appreciation of the importance of group dynamics in the successful school operation.

...almost too broad for the time allotted.

...to get lost in some of our group discussions.

...to be making human beings out of librarians.

...largely heuristic.

If I could have done it my way, I would have

...not done nearly as fine a job. Congratulations.

...let individuals choose the group they wished to join.

...had more time for group meetings.

...speeded up and condensed the whole process.

After I get home

...I am going to get out my velvet sledgehammer and pound away for a real program. I wish my boss had come.

...I hope I can carry into effective action some of the ideas reinforced by the Workshop.

...I hope to collect my findings and use them this next year to make my own work more comprehensive and to share with others in my area.

...I am going to stop griping as much, listen more, be more alert for feedback, be open to opportunities for technological change, and try to sharpen my own awareness of the ways my leadership can be used in serving children better in the new educational package.

The structure of the Workshop seemed

...thoughtfully designed by a team well aware of its objectives and how best to achieve them.

...about the best one can do when working with 200 individuals with varied, individualistic ideas of what a conference should do.

...to be a good compromise between rigidity and absolute permissiveness.

...possibly too highly structured, but this is understandable.

The guidelines developed by my group

...represent conscientious work and thought. We hope they will provide a basis for further development.

...will be valuable, I think. I will have to look at them later, at a distance, to assess their value.

...represent much thought and exchange of ideas, but not enough.

...are old hat and can be found in print already.

The communication in my group

...was wonderful. I don't know all their names, but I love them all.

...was stimulating, fierce, but friendly.

...was at cross-purposes sometimes, but improved as time went on.

...was noisy, quiet, on the point and off the subject, but good.

My study group

was good. Everyone contributed what he had to offer.

...was quite balanced with talkers and listeners. All were attentive.

...made progress only in rehashing old ideas.

...was pleasant, fun, and allowed me to meet people I may not have met otherwise, but product-wise it was a waste of time.

I would like to say this in general:

It is the best conference I have ever attended. There was great strength in the leadership and much information available. We were exposed to the newest and the best.

Thanks for bringing the librarians. We are grateful for the opportunity to attend.

Many, many thanks to all the persons who did so much to make this conference the wonderful experience it was.

As a whole, the Workshop has been inspirational. The ideas I have gained, the insights into things to come, and the new friends all made this a most worthwhile week. I feel the results of the conference will be far-reaching. A bouquet of roses to the State Department of Education for sponsoring this Workshop and letting me participate. I would not have missed the experience for the world.

Conferences like this are fine and I always go away with enthusiastic feelings toward my library work, which I truly enjoy. I like to learn from top level people in the field. I would say that this was fine, but, as a novice, I really did not feel I belonged. Instead of the group study sessions, I would prefer to see question and answer sessions with the top level advisers.

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